


Connecting Smarter Assessments to Instruction

Delaware Department of Education

Welcome & Housekeeping

- Welcome!
- Please check your audio using the Audio Wizard
- Please make sure the TALK BUTTON is turned off and phones are muted

Smarter Data

DeSSA Online Reporting (ORS)	PerformancePLUS Enhancements
• Overall Scale Score • Achievement Level • Claim Level Data • Group Average Scale Score • Group Percent Proficient • Group Claim Average Scale Score	Target Level Data

PerformancePLUS provides all data found on DeSSA in addition to target level data for groups and individual students.

Smarter Balanced Evidence-Based Framework

- We will explore Evidence-Based Framework of Smarter Balanced:
  - Claims, Targets, and Rationales
  - Implications for Instruction
  - Resources to Connect Smarter Data to Instruction
- This exploration will ground us in the Smarter Balanced terminology in preparation of the PerformancePLUS Enhancements presentation.

Claim Scores (ELA Sample)

Assessment Scores
Count: 72

	SBAC Summative 2016 ~ ELA ~ Grade 3 - With Targets														
	Overall ELA Scale Score			Reading Claim Scale			Writing Claim Scale			Speaking/Listening Claim Scale			Research Claim Scale		
	Score	Level	Notes	Score	Level	Notes	Score	Level	Notes	Score	Level	Notes	Score	Level	Notes
	2434	Level 3	2432-2489	2404	At/Near Standard		2465	At/Near Standard		2427	At/Near Standard		2436	At/Near Standard	
	2419	Level 2	2367-2431	2403	At/Near Standard		2483	At/Near Standard		2334	Below Standard		2405	At/Near Standard	
	2378	Level 2	2367-2431	2398	At/Near Standard		2347	Below Standard		2393	At/Near Standard		2404	At/Near Standard	
	2394	Level 2	2367-2431	2351	At/Near Standard		2439	At/Near Standard		2378	At/Near Standard		2364	At/Near Standard	
	2259	Level 1	< 2367	2295	Below Standard		2273	Below Standard		2205	Below Standard		2180	Below Standard	
	2335	Level 1	< 2367	2315	Below Standard		2345	Below Standard		2313	Below Standard		2375	At/Near Standard	
	2337	Level 1	< 2367	2300	Below Standard		2367	At/Near Standard		2340	Below Standard		2317	Below Standard	
	2393	Level 2	2367-2431	2350	Below Standard		2413	At/Near Standard		2521	At/Near Standard		2315	Below Standard	
	2511	Level 4	2490+	2454	At/Near Standard		2518	Above Standard		2537	Above Standard		2560	Above Standard	
	2502	Level 4	2490+	2427	At/Near Standard		2614	Above Standard		2521	At/Near Standard		2448	At/Near Standard	
	2303	Level 1	< 2367	2249	Below Standard		2365	Below Standard		2348	Below Standard		2106	Below Standard	
	2524	Level 4	2490+	2523	Above Standard		2511	Above Standard		2471	At/Near Standard		2583	Above Standard	
	2505	Level 4	2490+	2482	At/Near Standard		2470	At/Near Standard		2594	Above Standard		2557	Above Standard	
	2414	Level 2	2367-2431	2314	Below Standard		2496	Above Standard		2374	At/Near Standard		2531	Above Standard	
	2328	Level 1	< 2367	2343	Below Standard		2296	Below Standard		2382	At/Near Standard		2307	Below Standard	
	2424	Level 2	2367-2431	2384	At/Near Standard		2441	At/Near Standard		2438	At/Near Standard		2477	At/Near Standard	
	2509	Level 4	2490+	2525	Above Standard		2505	Above Standard		2489	At/Near Standard		2510	Above Standard	
	2421	Level 2	2367-2431	2441	At/Near Standard		2390	At/Near Standard		2415	At/Near Standard		2451	At/Near Standard	

Claims, Targets, and Rationales

- **Claims**
  - Broad Statements
  - Assessment System's Learning Outcomes
  - High-Level Expectations of the CCSS
- **Rationales**
  - Explain the reasons the claims are made based on their connection to the standards
- **Targets**
  - Evidence that items and performance tasks should elicit to sufficiently make the claim(s)
  - Mapped to one or more CCSS

ELA Crosswalk

Available as a resource in PerformancePLUS

ELA Grade 3

Claims	Targets	Standards*
Claim 1: Reading Students can read closely and analytically to comprehend a range of increasingly complex literary (Targets 1-7) and informational (Targets 8-14) texts.	**Target 1: Key Details** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RL1*
	Target 2: Central Ideas Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	RL2
	Target 3: Word Meanings Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	RL4* L4* L4a-d L5c*
	Target 4: Reasoning and Evidence Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, or plot) and use supporting evidence as justification/explanation.	RL3 RL6 RL9
	Target 5: Analysis Within or Across Texts Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.	RL3 RL6
	Target 6: Text Structures and Features Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	RL5* RL7
	Target 7: Language Use Determine use of language by distinguishing literal from nonliteral meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.	RL4 L5a-b
	Target 8: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RI1 RI7
	Target 9: Central Ideas Identify or determine a main idea and the key details that support it.	RI2
	Target 10: Word Meanings Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	RI4 L4 L4a-d
	Target 11: Reasoning and Evidence Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.	RI3 RI6 RI7 RI8 RI9
	Target 12: Analysis Within or Across Texts Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or	RI3

A Note About the ELA Claims

- All Claim 1 Targets incorporate RL1/RI1
- Standards marked with an asterisk indicate a portion of that standard is assessed with the corresponding target.

Math Crosswalk

Available as a resource in PerformancePLUS

Claims	Critical Areas	Targets	Standards
Claim 1: Concepts and Procedures Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	Developing understanding of multiplication and division and strategies for multiplication and division within 100	**Target A:** Represent and solve problems involving multiplication and division.	3.OA.1 3.OA.2 3.OA.3 3.OA.4
		Target B: Understand properties of multiplication and the relationship between multiplication and division.	3.OA.5 3.OA.6
		Target C: Multiply and divide within 100.	3.OA.7
		Target D: Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.8 3.OA.9
		Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.1 3.NBT.2 3.NBT.3
	Developing understanding of fractions, especially unit fractions (fractions with numerator 1)	**Target F:** Develop understanding of fractions as numbers.	3.NF.1 3.NF.2 3.NF.2a,b 3.NF.3 3.NF.3a,b,c,d
	Developing understanding of the structure of rectangular arrays and of area	**Target I:** Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3.MD.5 3.MD.5a,b 3.MD.6 3.MD.7 3.MD.7a,b,c,d 3.OA.5 3.G.2
		Target J: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	3.MD.8
	Describing and analyzing two-dimensional shapes	**Target K:** Reason with shapes and their attributes.	3.G.1 3.G.2
	Supports claim	**Target G:** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	3.MD.1 3.MD.2
		Target H: Represent and interpret data.	3.MD.3 3.MD.4

A Note About the Math Claims

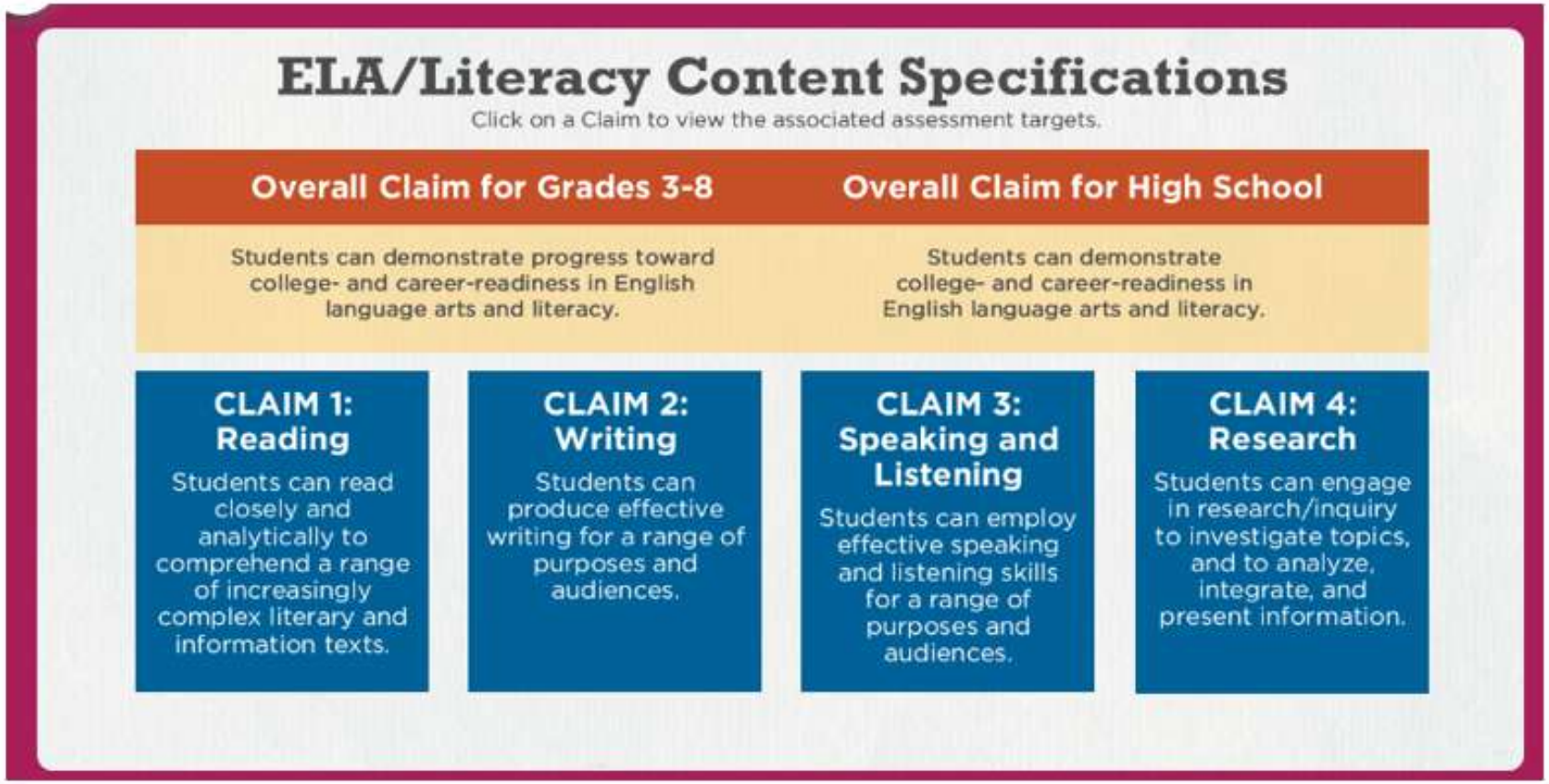
- Math Claims are the same for ALL grades K-12
- Assessment Targets under Claim 1 are grade-level specific
- Assessment Targets for Claims 2, 3, and 4 are the same expectations for all grades and are aligned to the mathematical practices. The particular content of each grade (embedded into the Mathematical practices (MPs)) generates evidence for the Claim.

Claims vs. Targets

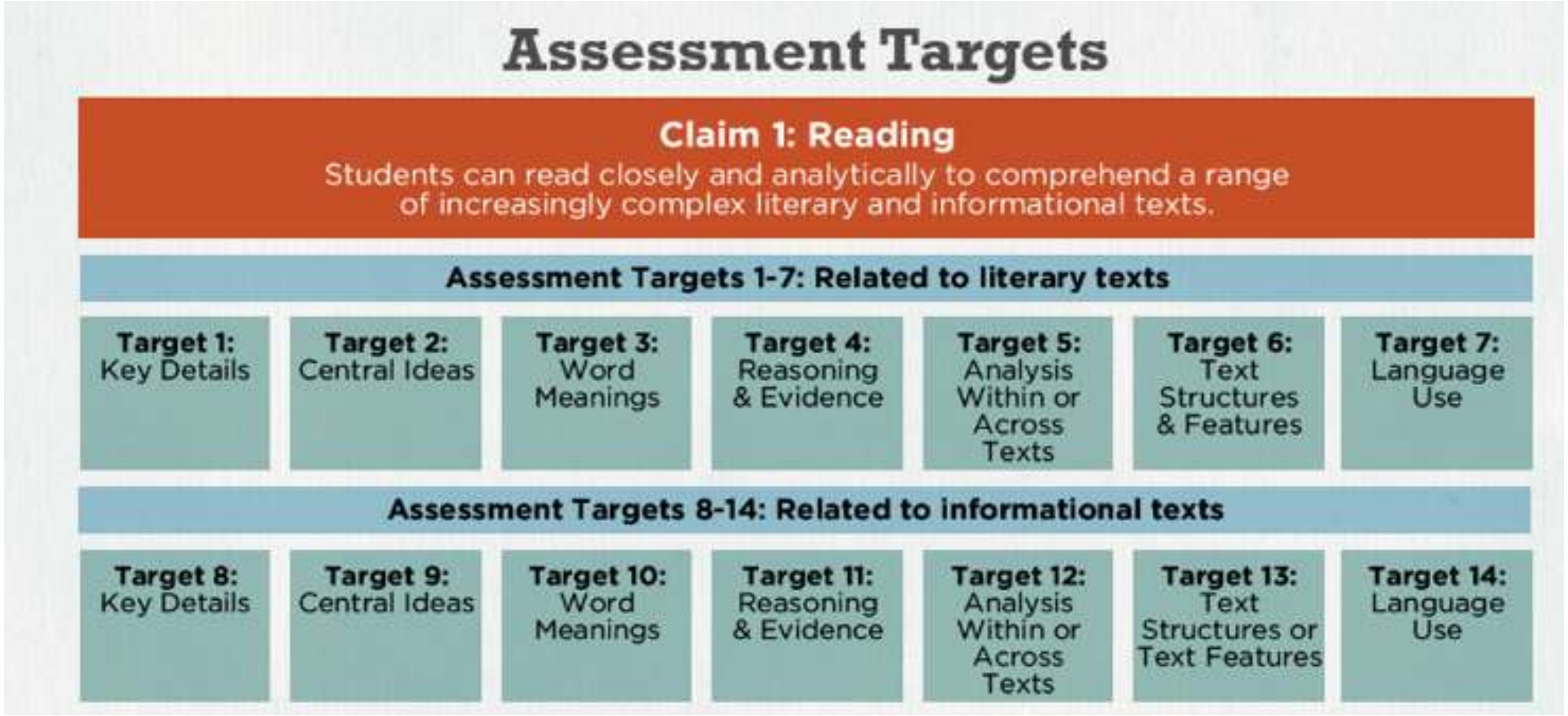
- The claims are accompanied by a set of assessment **targets** which are aligned to **clusters of the standards**.
- Together the *claims, rationales and targets* reflect the *breadth* of the standards because they serve as an evidence-based framework to ensure the summative and interim assessments measure the knowledge and skills required by the CCSS.

Smarter Evidence-Based Framework

ELA/Literacy - 4 Claims

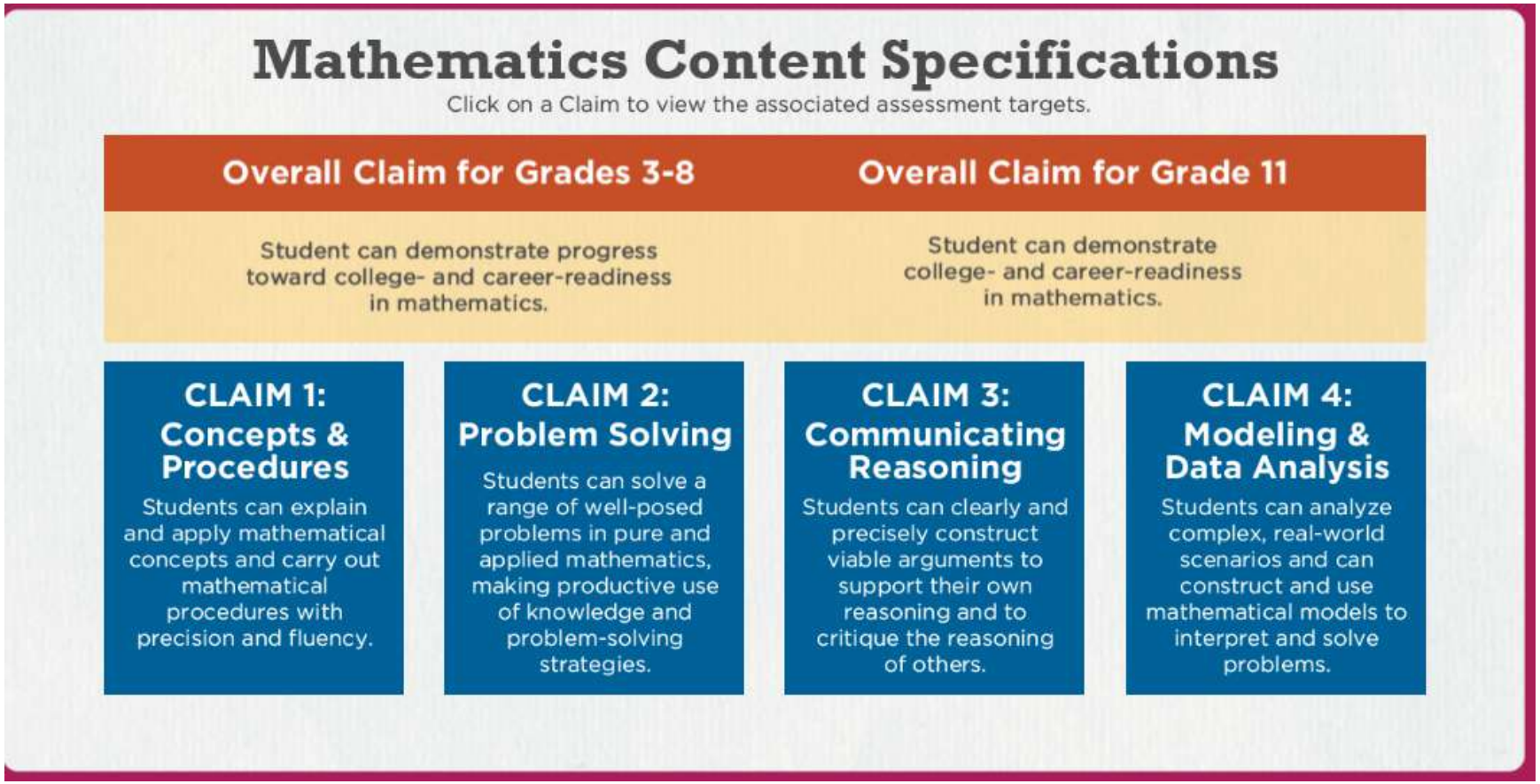


ELA/Literacy Assessment Targets

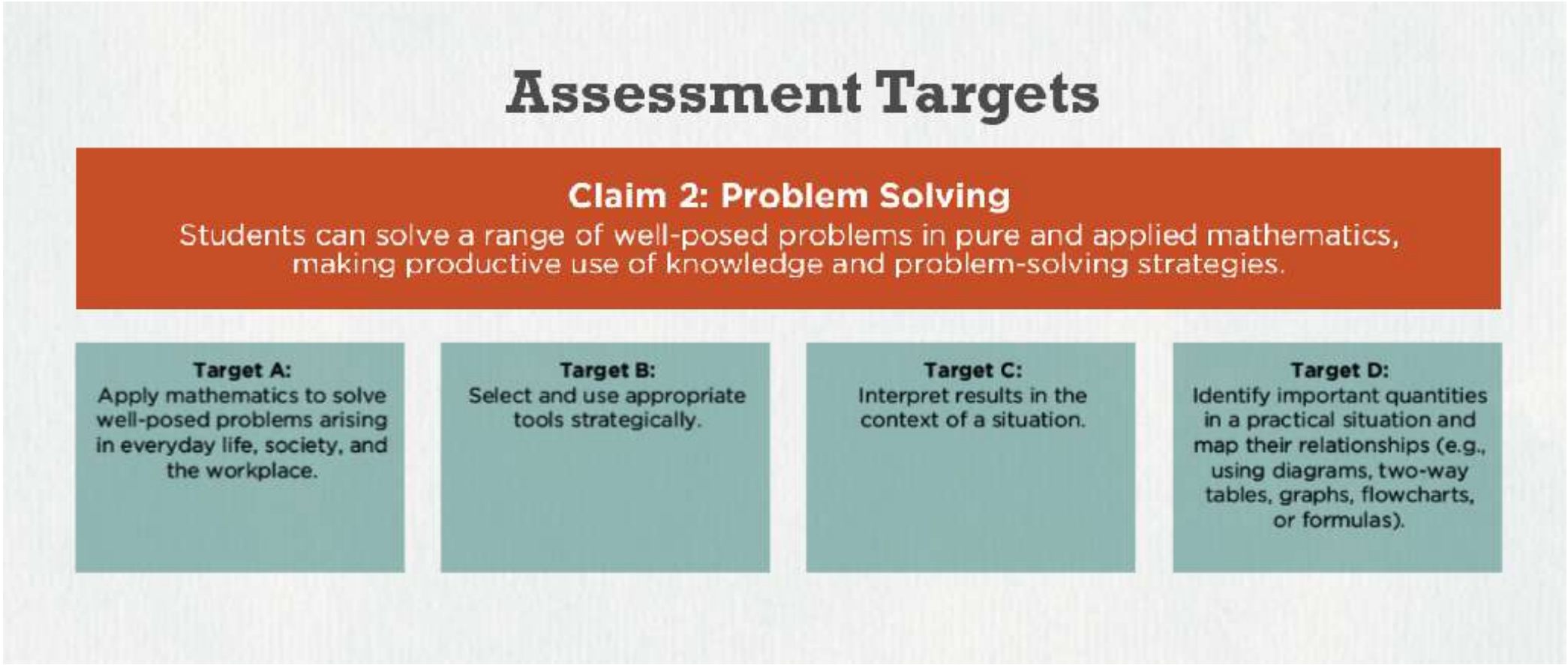


ELA/Literacy: Target Practice

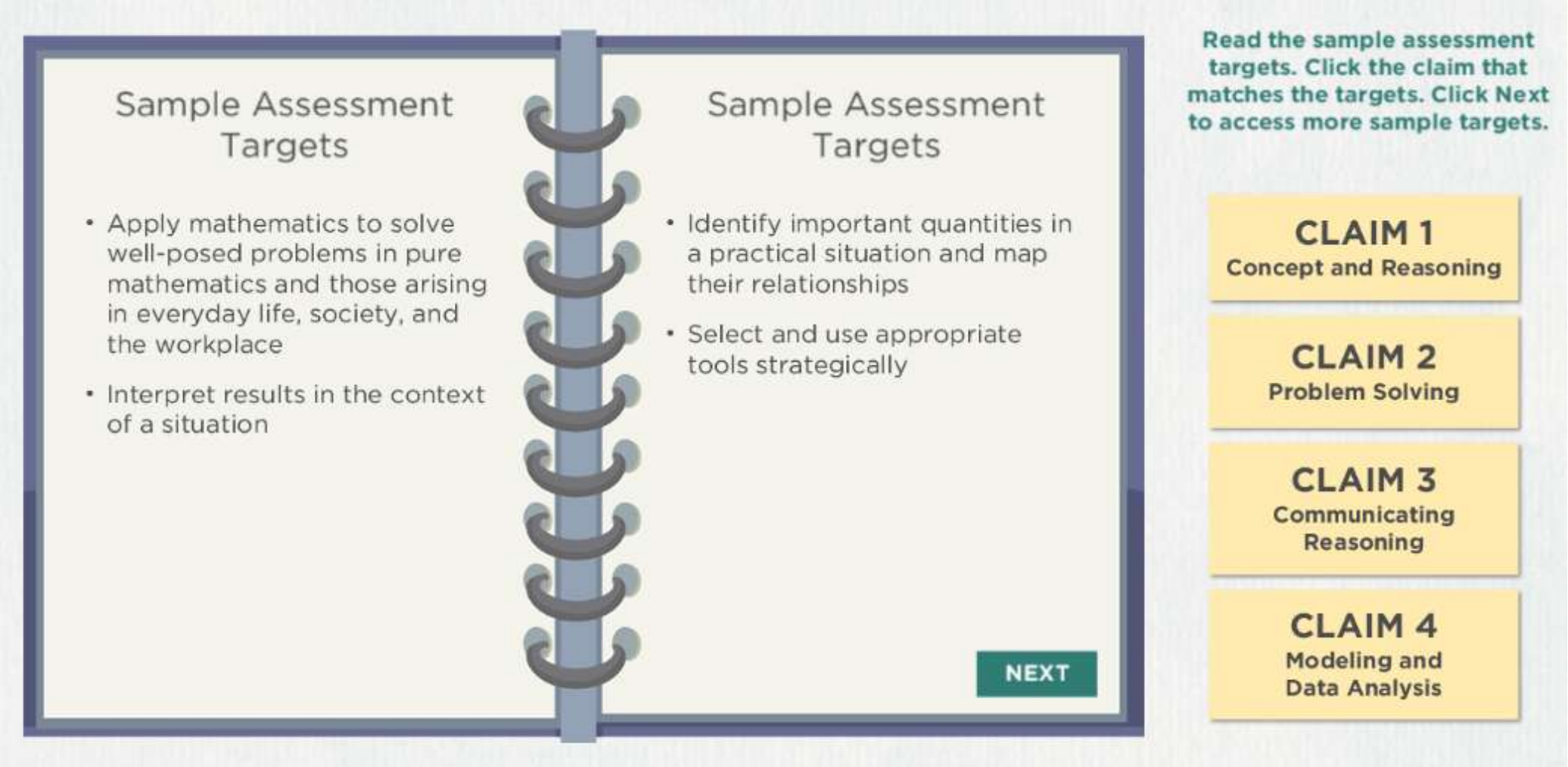
Math Claims


Mathematics Content Specifications
Click on a Claim to view the associated assessment targets.
Overall Claim for Grades 3-8
Student can demonstrate progress toward college- and career-readiness in mathematics.
Overall Claim for Grade 11
Student can demonstrate college- and career-readiness in mathematics.
CLAIM 1: Concepts & Procedures
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
CLAIM 2: Problem Solving
Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
CLAIM 3: Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
CLAIM 4: Modeling & Data Analysis
Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Math Assessment Targets



Math: Target Practice

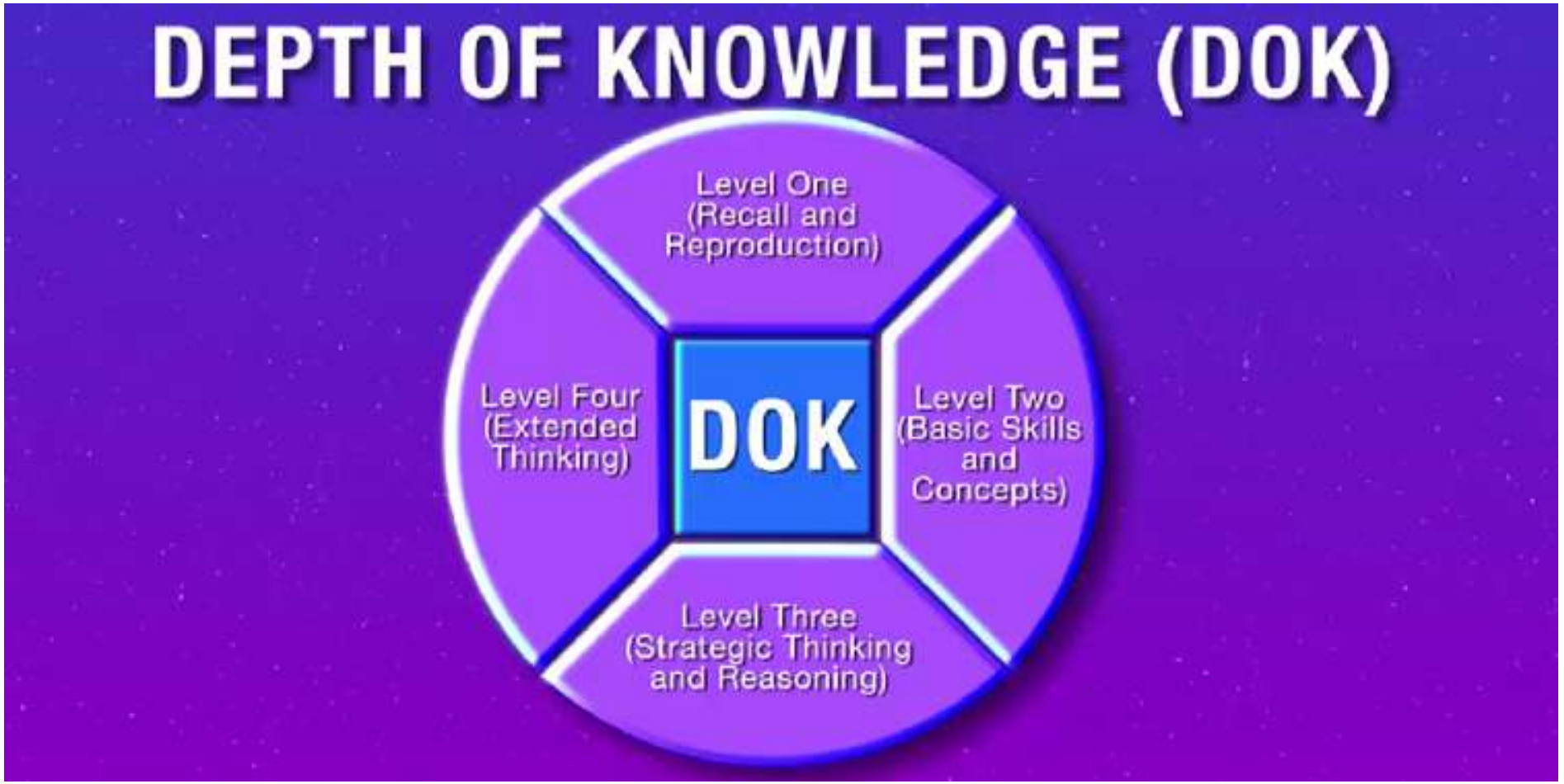


Impacting Instructional Practice

Question for you:

- How might understanding the evidence-centered design of the Smarter summative and interim assessments, **specifically the claims and targets**, impact instructional practice?

The Depth of the CCSS: DoK



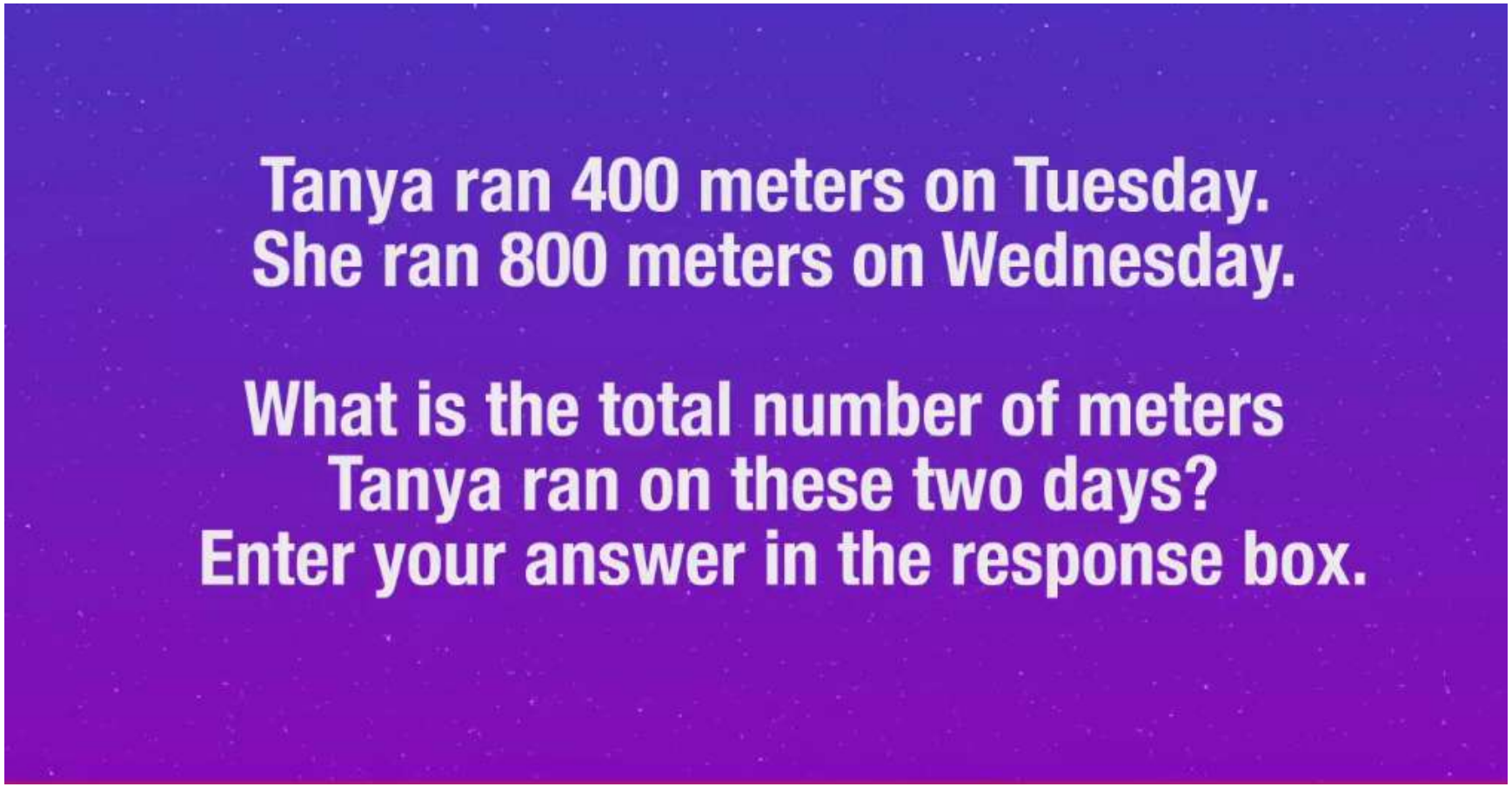
ELA/Literacy: Claim, Target and DoK

Sample Smarter Balanced Assessment Item 7 Grade 6:

How does the last paragraph add to the central idea of the text? Select three options.

- ☐ It describes how species in the area changed over time.
- ☐ It illustrates the importance of finding the explanation behind the event.
- ☐ It explains how the waterspouts came to be a center of scientific research.
- ☐ It identifies how the discovery cleared up many different scientific theories.
- ☐ It shows how the understanding of waterspouts affected other areas of science.

Math: Claim, Target and DoK



A Word of Caution

➢ Crosswalks Claims Targets (cluster of standards)

- By design, the full standards are not listed in the Crosswalks; here's why:
  - Document would become quite large
  - The targets do not represent the full standards; parts of the standard are meant for instruction vs. assessment
- ELA Example: Ask and answer questions to demonstrate understanding of a

text, referring explicitly to the text as the basis for the answers.

➢ **Hence the need to teach the standards and not to the test specifications.**

Smarter Balanced – A Balanced Assessment System

A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter Balanced gives educators information and tools **to improve teaching and learning.**

Smarter Balanced
Assessment Consortium

DIGITAL LIBRARY

An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS

Optional and flexible tests given throughout the year to help teaches monitor student progress

SUMMATIVE ASSESSMENTS

Year-end assessments for grades 3–8 and 11 with a computer adaptive test and performance tasks in math and ELA

Smarter Summative

The summative assessments:

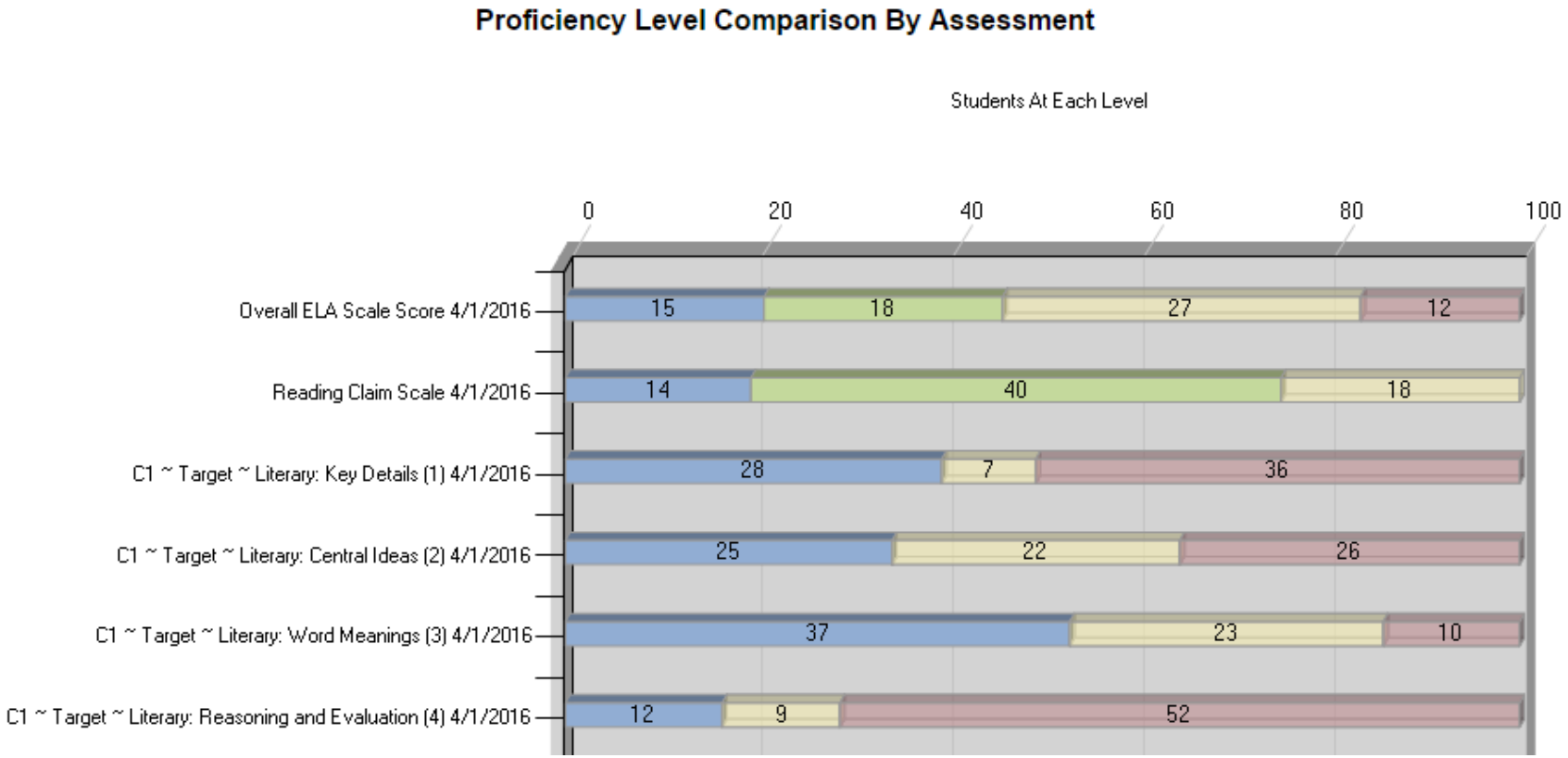
- Describe both student achievement (how much students know at the end of the year) and student growth (how much students have improved since the previous year) to inform program evaluation and school, district, and state accountability systems
- Include writing at every grade and ask students to solve multi-step, real-world problems in mathematics; and
- Capitalize on the strengths of computer adaptive testing

CAT Explained

- Analyzing summative assessment data and developing curriculum helps educators understand what was envisioned when the assessment was created.
- For every assessment target, primary standard, and DOK specified by the blueprint, several items were developed at five levels of difficulty: very hard, hard, medium, easy, and very easy.
- Software uses the prior student responses to choose the next question that best fits the student's ability.
- This means that the student is more likely to answer questions correctly and show evidence of learning. Students who answer more difficult questions correctly have a higher score than students who answer the same number of easier questions correctly.

Using Target Data: Group vs. Student Level Data

- Students will not be tested on all targets
- All students will not be tested on the same targets



Connecting SBAC Assessment Data to Instruction

Data Source	Use
Overall Scale Score	Starting place for curriculum planning - high/low scale scores, % proficient
Claims	Strengths/weaknesses in the 4 claims; examine student work – compare with model student responses from SBAC
Targets	Group strengths and weaknesses in targets/claims; compare with student work on classroom/district assessments*

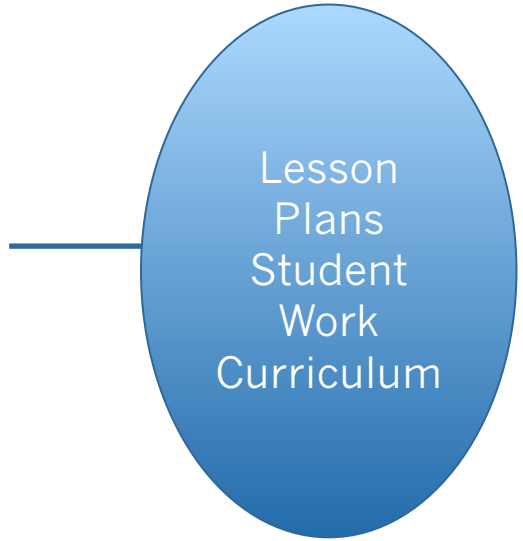
*Note # of items a student and/or group receives in a target area; i.e., 0/2 or 1/2. Groups vs students will yield more data for a particular target with implications for curriculum gaps and support for learning. Comparisons of student work samples will validate student'(s) strengths/weaknesses in a target area.




Connecting Assessment to Instruction

Delaware Department of Education

Sample Data Review



Importance of Balanced Instruction

- Look at ALL claims
- Struggling students may not do well in the targets for Claim 1 – look at Claims 2-4
  - ELA Example: Students may have strong listening comprehension (C3) and research skills (C4), but weaker reading skills (C1). Balanced instruction strengthens reading skills.
  - Math Example: Students may have strong math skills (C1), but cannot use the skills in context for problem solving (C2/4) or communicate their reasoning (C3). Balanced instruction will strengthen problem solving and reasoning skills.
- PLC vertical articulation to examine student work to determine if students need instruction to start at the progression level vs. standard level.
  - ELA Example: Student work shows that students are answering questions correctly, but cannot support with accurate evidence from the text. Instruction would start at the progression level.

Claim Score Analysis

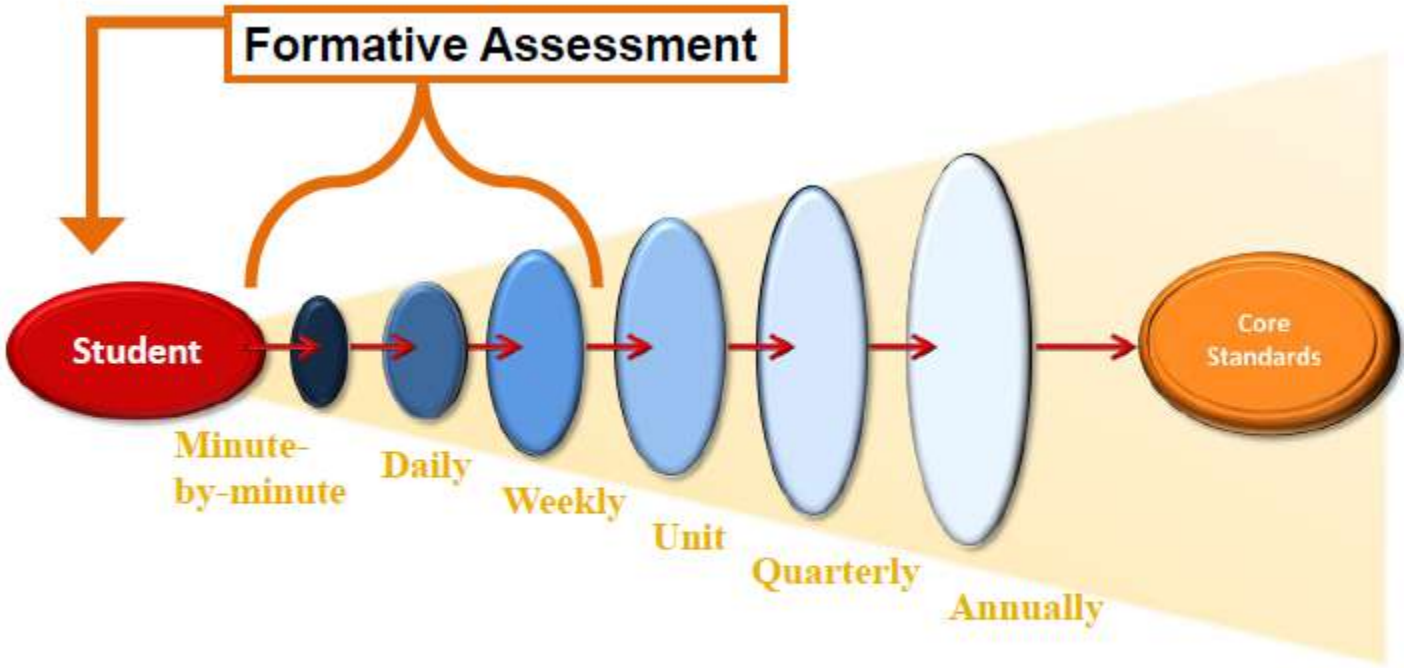
Math Claim Score Analysis Template				
Claim Score Problem Solving	# of Students Above Standard	# of Students At/Near Standard	# of Students Below Standard	Students with Accommodations*
Period 1				
Period 2				
Period 3				
Period 4				
Period 5				
Period 6				

*It is important to identify students with accommodations to be able to plan for instructional supports that are similar during classroom instruction. In addition, if a student should have had accommodations and did not use the accommodations during the assessment, that may have had an impact on the accuracy of the assessment results.

Prior Year Curriculum & Student Work Alignment

Claim Area	Curriculum Aligned to CCSS (Yes/No)	Opportunity to Learn Depth and Breadth of CCSS Before the Assessment (Yes/No)	Examples of Tasks Assigned to Students Compare to Task Models (Yes/No)	Examples of Student Work Compare to Smarter Balanced Grade Level Models (Yes/No)
Reading Literary				
Reading Informational				
Writing				
Listening				
Research/Inquiry				

Balanced Assessment Continuum



Adapted from Margaret Heritage

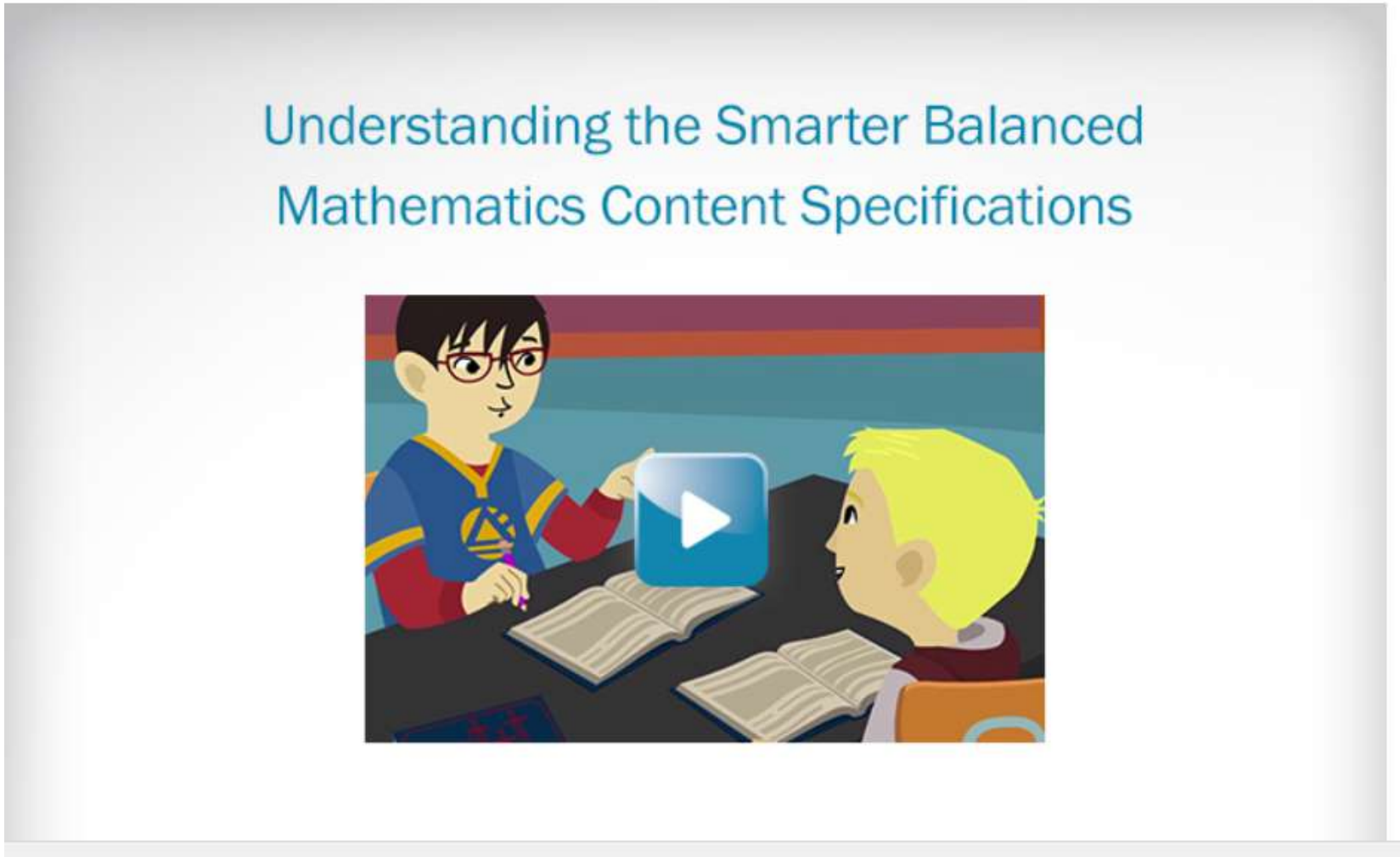



RESOURCES

Delaware
Department of Education

https://www.smarterbalancedlibrary.org/content/understanding-smarter-balanced-elaliteracy-content-specifications
(Link to the module in the Digital Library)

https://www.smarterbalancedlibrary.org/content/understanding-smarter-balanced-mathematics-content-specifications
(Link to the module in the Digital Library)



Digital Library Access Information

- Digital Library system is managed by Smarter Balanced so you CANNOT use your IMS credentials to log in the Digital Library.
- We recommend you use this link https://sso.smarterbalanced.org to access resources in the Digital Library. [You can also access the Digital Library via an icon in the DeSSA portal; if it does not work, please use the link above.]
- If you do not have an account or have difficulty accessing/resetting your password, contact your ISO or DeSSAhelpdesk@air.org, (1-877-560-8331)

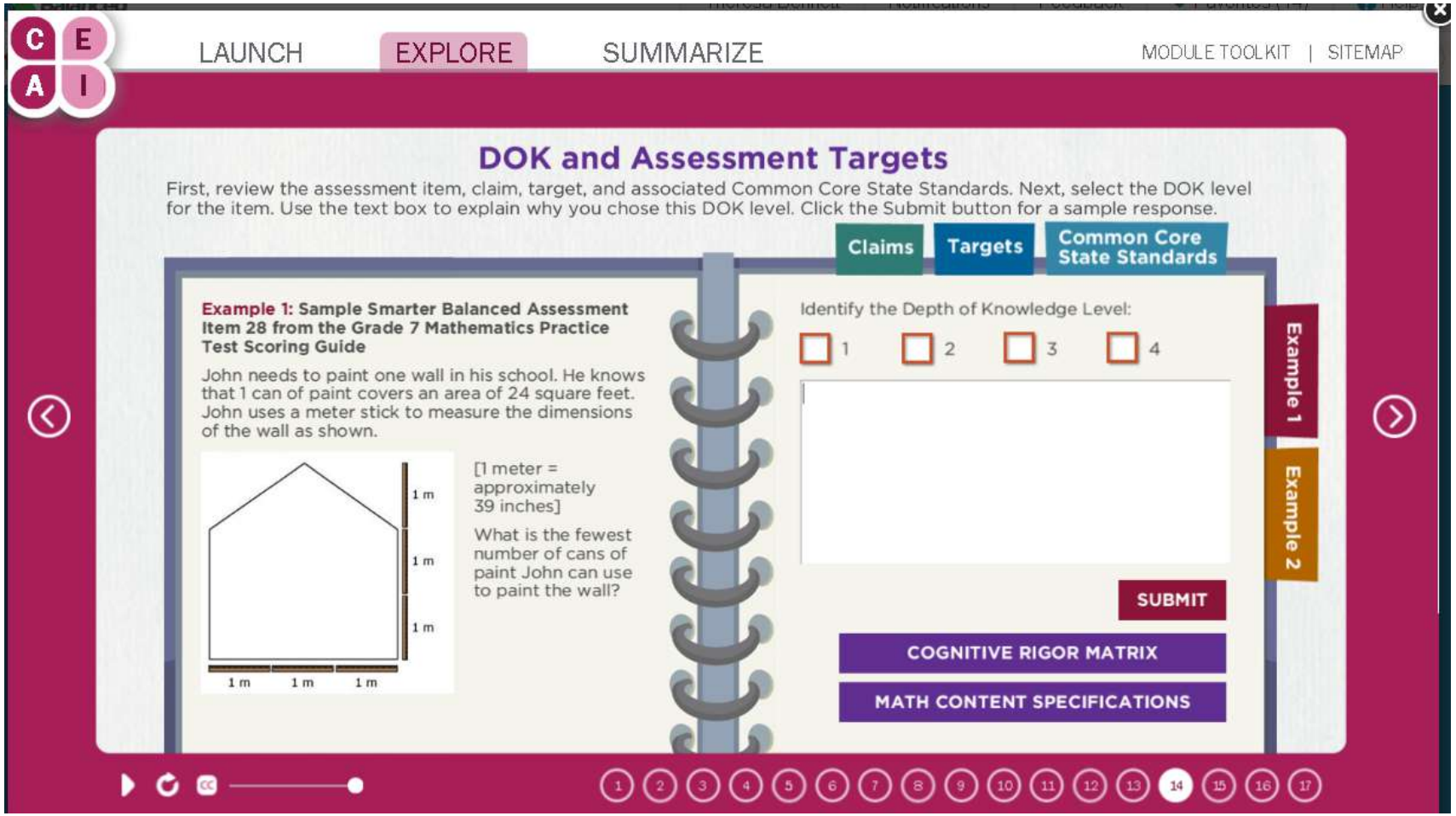
Smarter Balanced Digital Library Access Information

- Logging in
- Creating a password
- Completing a Personal Profile
- Editing a Personal Profile

http://www.smarterbalanced.org/educators/#library

(under Help Topic Presentation)

Opportunities for Application



Resources

http://www.smarterbalanced.org/assessments/development/

- Summative Test Blueprints
- Interim Assessment Purpose and Blueprints
- Content Specifications
- Item and Task Specifications

English Language Arts IABs

Grade 3-5
Read Literary Texts
Read Informational Texts
Edit/Revise
Brief Writes
Listen/Interpret
Research
Narrative Performance Task
Informational Performance Task
Opinion Performance Task

Math Sample IAB

IAB Mathematics Block Name	Grade		
	3	4	5
Operations and Algebraic Thinking	X	X	
Fractions	X	X	X
Measurement and Data	X		X
Numbers and Operations in Base 10		X	X
Mathematics Performance Task	X	X	X

Digital Library Module: Planning Curriculum for My Students Using Smarter Score Reports & Resources

https://www.smarterbalancedlibrary.org/content/planning-curriculum-my-students-using-smarter-balanced-score-reports-and-resources

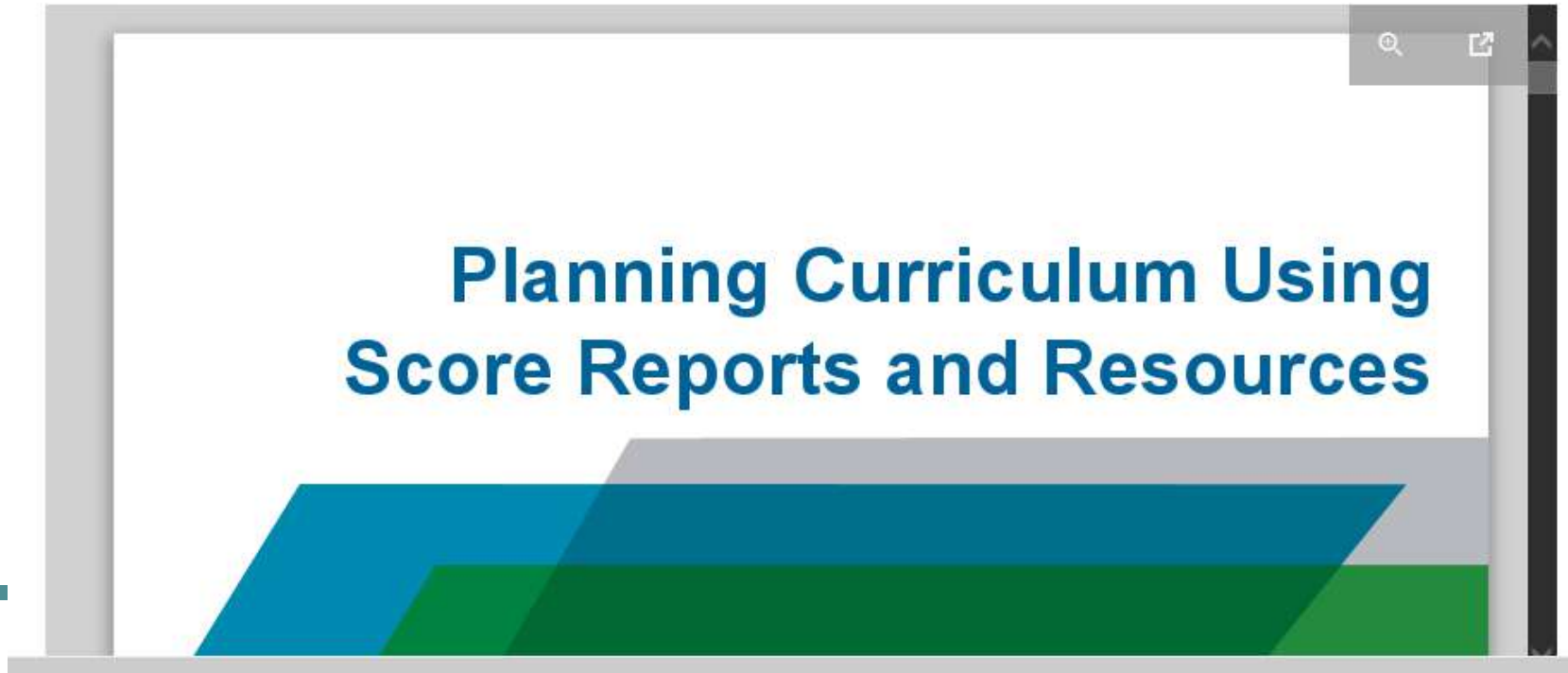
Planning Curriculum for My Students: Using Smarter Balanced Score Reports and Resources

PROFESSIONAL LEARNING

Unfavorite

Author: WestEd | Owner: Smarter Balanced

Contributor: Ruth McKenna



Performance Plus/Smarter Analytics Self-Paced Courses

ELA/Literacy: Connecting Smarter Assessments to Instruction - Course #25013

Math: Connecting Smarter Assessments to Instruction - Course #25014

➢ This course will focus on:

- Understanding the Smarter Balanced Content Specifications
- Deep Dive into Smarter Data using PerformancePLUS (Smarter Analytics)
- Planning Curriculum for My Students: Using Smarter Balanced Score Reports and Resources
- Resources to Support Educator Knowledge and Use of Smarter Assessments

USING SMARTER ANALYTICS TO CONNECT ASSESSMENT AND INSTRUCTION WEBINAR – MAY 26, 2016




Delaware
Department of Education

Rebranding

- Still have the PerformancePLUS icon for Measure B assessments
- New Smarter Analytics icon for teachers in grades 3-8
  - Takes educators directly to the reporting module
  - Pushed reports for ELA and Math
  - NOT accountability data – this is near real time data that has not been vetted through the warehouse (data is in PerformancePLUS approximately 2-3 weeks after completion of student testing)

Balanced Assessment

- State Data
  - Smarter
- National Data
  - Dibels
- Local Data
  - Common assessments (benchmarks, units, progress monitoring…)

Aligning to Standards

- Delaware Common Core State Standards
- New arts standards
- Next Gen Science Standards

- Includes an item bank with items aligned to standards

- Schools/districts can enter their own assessments aligned to standards and build their own item bank (local assessments)

Dive into Data

- Enter Smarter Analytics through IMS…
- http://www.doe.k12.de.us

Resources

- Recorded Webinar
- Schoology Modules
- www.doe.k12.de.us/pplus · User Guides/Training Materials
- Help Desk Support
  - Mike Malik III – 302-735-4258
  - michael.malik@doe.k12.de.us
- Onsite Support with PerformancePLUS
  - Brenda Dorrell – 302-735-4204
  - brenda.dorrell@doe.k12.de.us