Overview of the Smarter Balanced Assessment System:
Summative, Interim, and Formative

Coventry Board of Education Meeting
February 27, 2014
Why the Smarter Balanced Assessment System?
Changing Times

“The world is small now, and we’re not just competing with students in our county or across the state. We are competing with the world,” said Robert Kosicki, who graduated from a Georgia high school in 2010 after transferring from Connecticut and having to repeat classes because the curriculum was so different. “This is a move away from the time when a student can be punished for the location of his home or the depth of his father’s pockets.”

Common Core State Standards Released on June 2, 2010

- Define the knowledge and skills students need for college and career.
- Developed voluntarily and cooperatively by states; more than 40 states have adopted.
- Provide clear, consistent standards in English language arts/literacy and mathematics.

Source: www.corestandards.org
Why are they important?

- Prior to 2010, every state had its own set of academic standards, meaning public education students in each state were learning to different levels.

- All students must be prepared to compete with not only their American peers in the next state, but with students from around the world.
What does this mean for students?

- Clear, rigorous expectations that will prepare students for college and career success
- Deeper understanding of subject matters
- New assessments are needed to provide meaningful feedback to teachers and parents on how to help students succeed
Next Generation Assessments

- Rigorous assessment of progress toward “college and career readiness”
- Common cut scores across all Consortium states
- Provide both achievement and growth information
- Valid, reliable, and fair for all students, except those with “significant cognitive disabilities”
- Administer online
- Use multiple measures
- Operational in 2014-15 school year

Source: Federal Register / Vol. 75, No. 68 / Friday, April 9, 2010 pp. 18171-85
Predicted Decline in Scores Nationwide
Complexities of SBAC Include:

- Creation of the assessments
- Infrastructure; implementation
- Teaching and preparing teachers and students the content, skills and computer technology
Computer Adaptive Test (CAT) -

- The Field Test will not be adaptive because the items need to first be calibrated.
Smarter Balanced Field Test Calendar

- Window 1: March 18 - April 4 CNH
- Window 2: April 7 - April 25
- Window 3: April 28 - May 16 GHR
- Window 4: May 19 - June 6 CHS
Overall Claim for Grades 3–8
Students can demonstrate progress toward college and career readiness in Mathematics and English language arts and literacy.

Overall Claim for Grade 11
Students can demonstrate college and career readiness in Mathematics and English language arts and literacy.
SBAC Math Claims

- **Claim #1 Concepts & Procedures** - Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

- **Claim #2 Problem Solving** - Students can solve a range of complex 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 and Data Analysis** - Students can analyze complex, real world scenarios and can construct and use mathematical models to interpret and solve problems.
SBAC English Language Arts/Literacy Claims

- **Claim #1 – Reading**: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

- **Claim #2 – Writing**: Students can produce effective and well-grounded writing for a range of purposes and audiences.

- **Claim #3 – Speaking and Listening**: Students can employ effective speaking and listening skills for a range of purposes and audiences.

- **Claim #4 – Research/Inquiry**: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
Frequently Used Terms for SBAC

- Non-Performance Task Items
- Classroom Activities (for both ELA & Math)
- Performance Task Items
- Full-writes
Let’s Try It Out!

Grade 3 Math Practice

- L Shaped Desk

http://sbac.portal.airast.org/practice-test/
Grade 8 Math Performance Task

- HEARTBEATS

http://sbac.portal.airast.org/practice-test/
Grade 7 ELA Performance Task

- Napping Argumentative Performance Task

http://sbac.portal.airast.org/practice-test/
Grade 11 ELA Practice Test

• The Science of Meditation

http://sbac.portal.airast.org/practice-test/
ELA Timeframes

English Language Arts/Literacy (includes non-performance task items, performance task and classroom activity)

- Grades 3-8  4:00 hours
- High School 4:30 hours

Math Timeframes

Mathematics (includes non-performance task items, performance task and classroom activity)

- Grades 3-5  3:00 hours
- Grade 6-8  3:30 hours
- High School  4:00 hours
Total SBAC Testing Time

- Grades 3-5  7:00 hours total
- Grade 6-8   7:30 hours total
- High School 8:30 hours total
Live Test 2015

- Computer Adaptive-YES!
- Administered the last 12 weeks of school
- Mathematics and English Language Arts
- Grades 3-8 & 11
Questions?