



Smarter Balanced Assessment System

Charter Schools Presentation

February 2015

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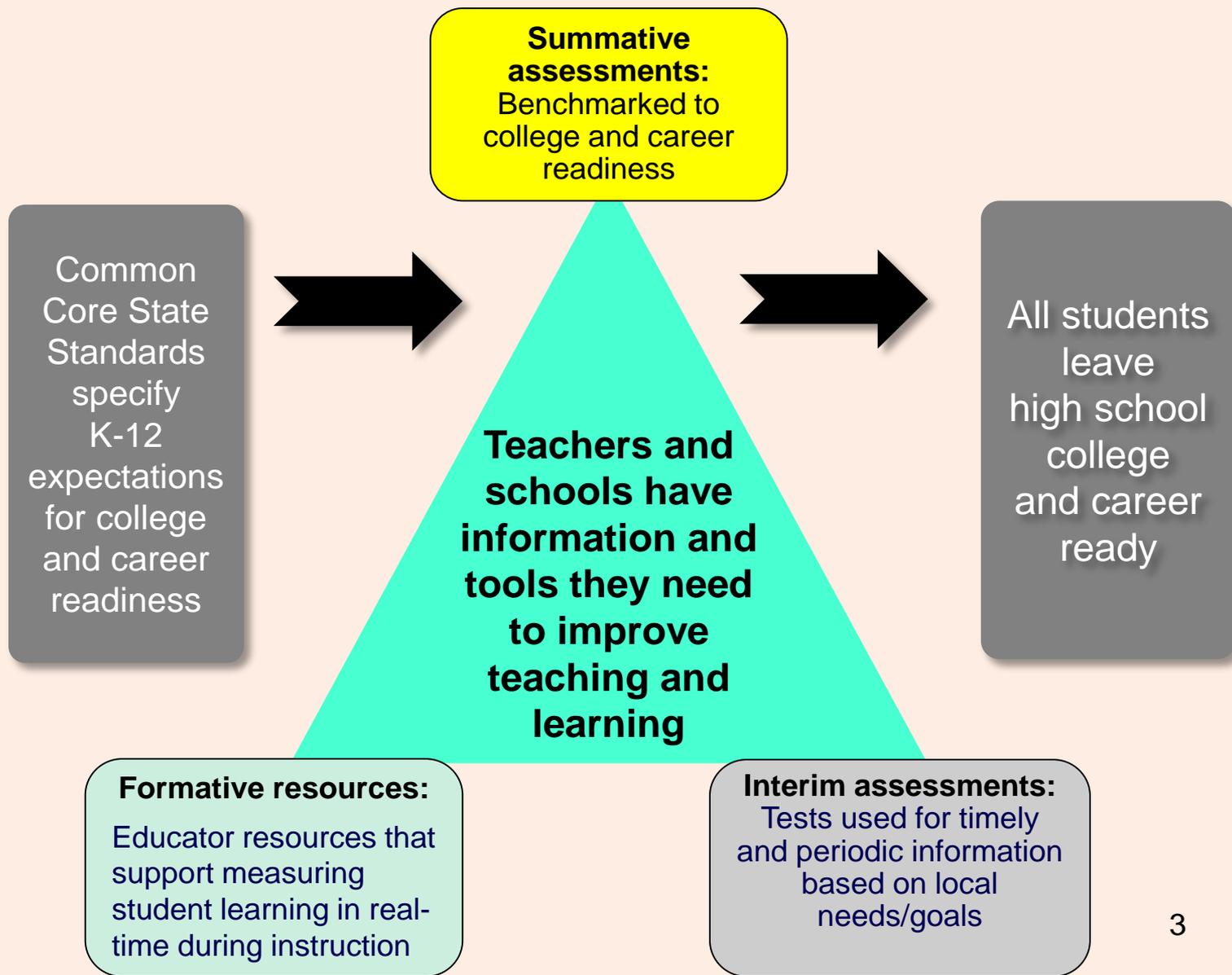
Agenda

- Smarter Balanced Assessment Overview
 - Summative Assessment
 - Assessment Accessibility
 - Practice and Training Tests
 - Interim Assessments
 - Interim Comprehensive Assessment (ICAs)
 - Interim Assessment Blocks (IABs)
 - Digital Library



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A Balanced Assessment System



Smarter Balanced Timeline

Spring 2014:
California administered the Smarter Balanced Field Test

October 2014:
Smarter Balanced achievement level setting (online and in-person panels) and articulation meeting

January 2015:
Smarter Balanced Interim Assessments available for use

Summer 2014:
The preview of the Digital Library available for Local Education Agency use

October 2014:
Digital Library is operational

Spring 2015:
Smarter Balanced Summative Assessments to be administered operationally



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Summative Assessments

Smarter Balanced Summative Assessments



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Assess students in grades three through eight and grade eleven in English language arts/literacy (ELA) and mathematics content areas. Each content area test will consist of:

- A computer adaptive testing (CAT) component
- A performance task (PT) component



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California *Education Code* Pertaining to CAASPP

- With the following exceptions, all students take the Smarter Balanced assessments:
 - Students with disabilities who take the California Alternate Assessments (CAA) in ELA and mathematics
 - English learners (ELs) who have been enrolled in a school in the United States less than 12 months (ELA only)



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Computer Adaptive Tests

- Testing system selects questions appropriately challenging for student (i.e., based on student's answer to previous questions).
- Most students will answer about half the questions correctly and half incorrectly.



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Computer Adaptive Tests (cont.)

- Student **is not** scored on the basis of the number of correct answers (or, percent correct).
- Student **is** scored on both the number of correct answers **and** the difficulty of the questions completed.

Computer Adaptive Technology for Summative and Interim Assessments

Faster results

Turnaround in weeks compared to months

Shorter test length

Fewer questions compared to fixed form tests

Increased precision

Provides accurate measurements of student growth over time

Tailored to student

Item difficulty based on student responses

Greater security

Larger item banks mean that not all students receive the same questions

Mature technology

GMAT, GRE, COMPASS, ACT, MAP

Summative Assessments Resources



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- California Department of Education (CDE) CAASPP Smarter Balanced Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>
- Summative Test Administration Manuals are located on the CAASPP.org Web site under the test administration tab at <http://caaspp.org/administration/instructions/index.html>
- Summative Test Administration Resources are located on the CAASPP.org Web site under the TA Resources tab at <http://caaspp.org/ta-resources/index.html>



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Accessibility Supports



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Purpose and Importance of Assessment Accessibility

- Accuracy and validity of test results
- Standardization and consistency of test administration procedures
- Equal opportunity to demonstrate learning
- New demands:
 - Technological
 - Cognitive

California Accessibility Supports 2014–15

Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, *Math Tools*, *Pupil Marks in Paper-Pencil Test Booklet*, Scratch Paper, *Simplified or Clarified Test Administration Directions*, Thesaurus

Designated Supports

Embedded for All Students

Color Contrast, Masking, Text-to-Speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded for All Students

Administration of Test at the Most Beneficial Time of Day for Student, *American Sign Language*, Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, *Noise Buffers*, Read Aloud, Scribe, Separate Setting, *Special Lighting or Acoustics*, *Translated Test Directions*, Translations (Glossary)

Embedded for English Learners

Color Contrast, Masking, Text-to-Speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded for English Learners

Administration of Test at the Most Beneficial Time of Day for Student, Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, *Noise Buffers*, Read Aloud, Scribe, Separate Setting, *Special Lighting or Acoustics*, *Translated Test Directions*, Translations (Glossary)

Accommodations

Embedded

American Sign Language, Braille, Closed Captioning, Streamlining Text-to-Speech

Non-embedded

Abacus, Alternate Response Options, *American Sign Language*, Braille, *Calculator*, *Large-Print Version of Paper-Pencil Test*, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-Text



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Three Categories of Accessibility Resources

The three categories of accessibility resources are universal tools, designated supports, and accommodations.

1. Universal Tools:

- Available to all students based on student preference and selection
- May need to be turned off to meet some students' access needs (designated supports option)

Three Categories of Accessibility Resources (cont.)



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2. Designated Supports:

- Are available to all students who can benefit from them, including ELs, struggling readers, and students with attention issues.
- Require recommendation from an adult (or adults) knowledgeable about the student.
- Systematic, equitable method for identification recommended.

Three Categories of Accessibility Resources (cont.)



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3. Accommodations:

- Available to students with an individualized education program (IEP) or a Section 504 plan that specifies the need for such an accommodation
- Examples:
 - Closed captioning
 - Braille
 - Calculator (non-embedded)
 - Scribe
 - American Sign Language



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Examples of Designated Supports

- Stacked translations for ELs:
 - Spanish
 - Mathematics items
- For EL students who have used dual language supports:
 - Additional reading load
 - Additional cognitive load
 - Additional time required



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Examples of Designated Supports (cont.)

- Turn off universal tool(s)
- Masking
- Color contrast



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Guidelines for Use

- General guidelines for use of all accessibility features:
 - Student is familiar with the support(s).
 - Supports are same or similar to those used for instruction and classroom assessment.
 - Student has multiple opportunities to practice in test environment.



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Universal Tools, Designated Supports and Accommodations

Individualized Aids

- If an IEP team or Section 504 plan identifies and designates a resource not identified in Matrix One, the LEA CAASPP coordinator or the CAASPP test site coordinator may submit the CAASPP Individualized Aid Request Form.
- Information about the purpose and use of the CAASPP Individualized Aid Request Form and the online submission is available on the CAASPP Test Administration Forms Web page at <http://caaspp.org/administration/forms/index.html>.

Matrix One

Universal Tools, Designated Supports, and Accommodations for the CAASPP for 2014–15



Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2014–15

Matrix One:

Purpose and Use: This document displays the universal tools, designated supports, and accommodations (embedded and non-embedded) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) for 2014–15. This document should be used in conjunction with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*, available at <http://www.cde.ca.gov/ta/tg/sa/access.asp>, and the *California Code of Regulations*, Title 5, (CCR) sections 850 to 868 available at <http://www.cde.ca.gov/re/lr/rr/caaspp.asp>, in the determination of supports for individual pupils. The appropriate use of embedded and non-embedded universal tools, designated supports, and/or accommodations on CAASPP tests are restricted to only those identified in this document. Individualized aids (an explanation of which can be found in Part 3, beginning on page nine) contains a listing of identified individualized aids and information about requesting the use of the identified and unidentified individualized aids.

Part 1: Embedded Supports

Embedded supports are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics
	Reading	Writing	Listening	
American Sign Language	–	–	A	A
Breaks	U	U	U	U
Braille	A	A	A	A
Calculator	–	–	–	U (for specific items)

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	All pupils shall be permitted the following designated supports on the CAASPP tests, when determined for use by an educator or group of educators or specified in a pupil's IEP or Section 504 Plan. An English learner shall be permitted the following designated supports on the CAASPP tests when determined for use by an educator or group of educators, who may seek input from a parent(s) or guardian(s).
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized educational program (IEP) or Section 504 plan.



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Recommended Seven-Step Process

1. Designate key staff roles and responsibilities.
2. Provide information to parents/guardians and training to all staff, as appropriate.
3. Identify students who will benefit from designated supports and will need accommodations per IEP and Section 504 plans.



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Recommended Seven-Step Process (cont.)

4. Select the designated supports and accommodations for all identified students using the CAASPP Individual Student Assessment Accessibility Profile (ISAAP) tool.
5. Enter designated supports and accommodations into Test Operations and Management System (TOMS).



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Recommended Seven-Step Process (cont.)

6. Perform a pre-administration check of assigned designated supports.
7. Check the test administration interface to confirm student has access to assigned accessibility supports.



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Select Appropriate Supports

- California Individual Student Assessment Accessibility Tool (CA-ISAAP):
 - Spreadsheet format
 - Seven categories of student need
 - Matches identified needs to specific designated supports and/or accommodations
 - Can import directly into TOMS



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Select Appropriate Supports (cont.)

- What are the specific accessibility needs of each identified student?
 - Executive functioning: attention, cognitive control and processing
 - Persistent calculation disability: dyscalculia
 - Reading-related disabilities, print disabilities, struggling readers



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Select Appropriate Supports (cont.)

- Reading access in language(s) of translation
- Significant motor difficulties and recent injury
- Visual impairments/blindness
- Hard-of-hearing/deafness



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CAASPP ISAAP Tool

- The ISAAP Tool has been reconfigured for California users and is available to download from CAASPP.org Web site at <http://caaspp.org>.
- Look for the CAASPP logo within the tool to ensure you are using the correct version.
- The use of the CAASPP ISAAP tool is optional but is highly recommended.



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About the CAASPP ISAAP Tool

- The CAASPP ISAAP Tool is an Excel workbook with specially designed formulas.
- The CAASPP ISAAP tool can be used to:
 - select the designated supports and accommodations that match student access needs for the Smarter Balanced assessments.
 - produce the online student test settings file that can be uploaded to the TOMS.



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Preparing to Use the CAASPP ISAAP Tool

CAASPP ISAAP Tool users should:

1. Become familiar with the Smarter Balanced tests and the available designated supports and accommodations.
2. Obtain input from students and parents about students' needs.
 - Provide opportunities for students to try designated supports as appropriate.
3. Understand the recommended uses for designated supports (refer to Matrix One and the Usability, Accessibility, and Accommodations Guidelines).
4. View this tutorial!
5. Print out CAASPP ISAAP instructions.

California Individual Student Assessment Accessibility Profile (CAASPP-ISAAP)

Student Last Name	SSID (consistent with TOMS)	Grade	Educator(s) Completing ISAAP
Whipple	1234567890	8	Mrs. Moore
Student First Name	Teacher of Record	School (ID or Name)	
Roger	Bob	101001	

Universal Tools - Embedded (Default setting for universal tools is selected; de-select any tool as needed)

- | | | | | |
|---|--|---|---|--|
| <input checked="" type="checkbox"/> Breaks | <input checked="" type="checkbox"/> Calculator | <input checked="" type="checkbox"/> Digital Notepad | <input checked="" type="checkbox"/> English Diction | <input checked="" type="checkbox"/> English Glossary |
| <input checked="" type="checkbox"/> Expandable Passage: | <input checked="" type="checkbox"/> Global Notes | <input checked="" type="checkbox"/> Highlighter | <input checked="" type="checkbox"/> Keyboard Navigation | <input checked="" type="checkbox"/> Mark for Review |
| <input checked="" type="checkbox"/> Math Tools | <input checked="" type="checkbox"/> Spell Check | <input checked="" type="checkbox"/> Strikethrough | <input checked="" type="checkbox"/> Writing Tools | <input checked="" type="checkbox"/> Zoom |

***Use of this support will likely also require separate setting or extra time.**

Student Need(s) Select all that apply	Identification of Student Need Recommendation: IEP or 504 must be selected to populate recommended Accommodations	Designated Supports Educator(s) Recommendation (To view guidance on recommended use of the Designated Support/Accommodation, hover over selected cell)	Select Designated Supports
<input checked="" type="checkbox"/> Support for executive functioning: attention, cognition control, and processing <input type="checkbox"/> Support for persistent calculation disability, dyscalculia <input checked="" type="checkbox"/> Support for reading-related disabilities, print disabilities, strug	<input type="checkbox"/> Individual Education Program <input type="checkbox"/> 504 Plan <input checked="" type="checkbox"/> Educator(s) Recommendation	Color Contrast (EMBEDDED)	Medium Gray on Light Gray
		Masking (EMBEDDED)	Masking Available
		*Text-to-speech (for Math and ELA Items) (EMBEDDED)	
		Turn Off Any Universal Tool(s) (EMBEDDED)	
		*Color Contrast (NON-EMBEDDED)	
		Color Overlays (NON-EMBEDDED)	
		*Magnification (NON-EMBEDDED)	

Overview

Embedded		Non-Embedded	
Designated Support	Accommodation	Designated Support	Accommodation
Color Contrast	American Sign Language (ELA listening and math items)	Bilingual Dictionary (ELA performance task full writes)	Abacus
Masking	Braille	Color Contrast	Alternate Response Options
Text-to-Speech (math and ELA items)	Closed Captioning (ELA listening items)	Color Overlays	Calculator
Translated Test Directions (math items)	Streamlined Interface	Magnification	Multiplication Table
Translations (glossaries) (math items)	Text-to-speech (ELA reading passages)	Noise Buffers	Print on Demand**
Translations (stacked) (for math items)*		Read Aloud (math and ELA items)	Read Aloud (ELA reading passages)
Turn off any universal tools*		Scribe (ELA non-writing and math items)	Scribe
Permissive Mode		Separate Setting	Speech-to-Text
Print Size		Translated Test Directions	Individualized Aids
		Translation (glossaries) (math items)	
		Special Lighting or Acoustics	
		Translated Test Directions (math items)	

*Must be activated in the test delivery system.

Print on demand for **stimuli only can be activated in TOMS. If a student(s) need print on demand for items and/or items and stimuli, contact the CDE.



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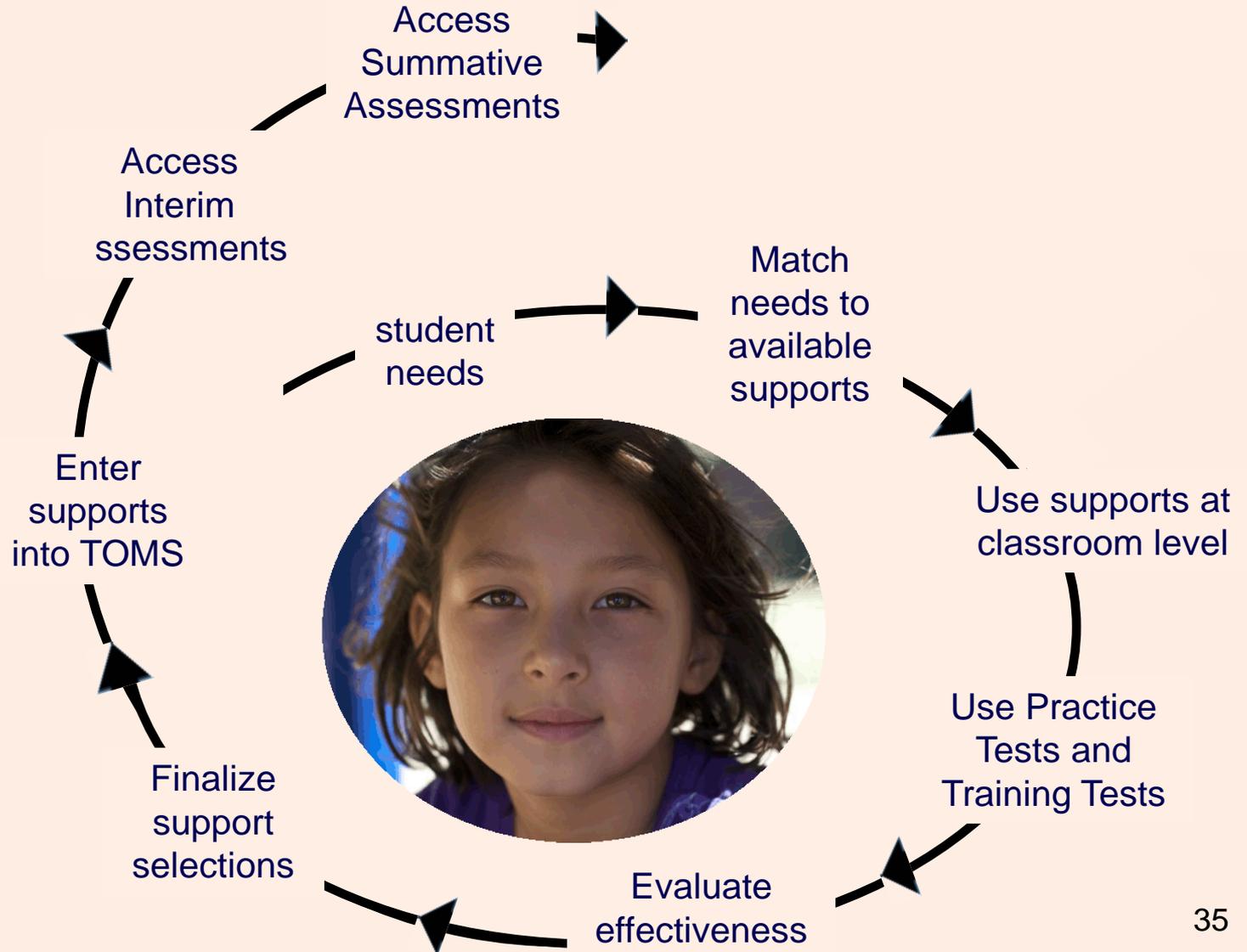
CAASPP ISAAP Instructions

1. Download the CAASPP ISAAP Tool from the CAASPP portal at <http://caaspp.org>.
2. Open the tool in Excel.
 - **Note:** The CAASPP ISAAP Tool is accessible in Excel versions 2008 and above.



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Implementation Cycle



Student Settings in TOMS Webinar

November 12, 2014



Click this button to produce a Smarter Balanced accommodations upload file for TOMS.

Student Last Name	Student First Name	SSID (consistent with TOMS)	Grade	Educator(s) completing ISAAP	Teacher of Record	School (ID or Name)	Abacus	*Alternate Response Options (including any external devices/assistive technologies)	American Sign Language for ELA Listening and Math Items	Bilingual Dictionary for ELA Full Writes (ET)
Whipple	Roger	1234567890	8	Mrs. Moore	Bob	101001	NEA_Abacus (Math only)	NEA_AR	TDS_AS11	
Hernandez	Miguel	1234567891	8		Bob	10101				NEDS_BD

- Three options:
 - CAASPP ISAAP export file to upload to TOMS
 - Manually assign settings in TOMS
 - Template option (similar to Field Test)

Usability, Accessibility, and Accommodations Guidelines



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Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines

Prepared with the assistance of the
National Center on Educational Outcomes





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Accessibility Resources

- CDE CAASPP Smarter Balanced Accessibility and Accommodations Web page at <http://www.cde.ca.gov/ta/tg/sa/access.asp>
- Universal Tools, Designated Supports, and Accommodation Guidelines are located on the CAASPP.org Web site under the test administration tab at <http://caaspp.org/administration/instructions/index.html>



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Practice and Training Tests



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Practice and Training Tests

- **Benefits:**
 - Familiarize teachers and students with technology interface
 - Familiarize teachers and students with item types/formats
 - Provide multiple opportunities to explore and practice using accessibility features



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Important Notes About Practice and Training Tests

- Practice Tests and Training Tests do **not**:
 - Assess all of the standards that will be in the operational assessments.
 - Predict or gauge a student's success on the operational assessments.
 - Produce scores.



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Purpose of the Practice Tests

- Allow students and administrators to become familiar with:
 - The experience of a grade-level assessment.
 - A variety of grade-specific items and difficulty levels.
 - Performance Tasks.
 - The format and structure of the operational assessments.



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Practice Tests

- **Grade-Level Specific Assessments**
 - Three through eight and eleven
 - 2014 versions available
- **Performance Tasks**
 - ELA and mathematics
 - Classroom Activities
- **Scoring Guides**
- **Writing Rubrics**



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About the Practice Tests

- Each Practice Test contains approximately 30 items.
- Performance Tasks are available for ELA and mathematics.
- Scoring rubrics and answers are available on the TA Resource Web page at <http://caaspp.org/ta-resources/index.html>.
- **All** universal tools, designated supports, and accommodations are available.



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Purpose of Training Tests

- Allow students and administrators to become familiar with:
 - Test delivery system
 - Interface features
- Allows students to become familiar with:
 - Log on process
 - Testing software
 - Navigational tools



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About the Training Tests

- Training tests are available by grade bands for:
 - Grades three through five
 - Grades six through eight
 - High School
- Each training test contains approximately 14–15 items:
 - 6 ELA items
 - 8–9 math items



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About the Training Tests (cont.)

- There are no Performance Tasks included in the Training Tests.
- There are no scoring rubrics or answer keys available.
- All universal tools, designated supports, and accommodations available.

Practice Tests and Training Tests

	Practice Test	Training Test
Purpose	Provide students with a grade specific testing experience similar in structure and format to the summative assessments	Provide students with an opportunity to quickly become familiar with the software and interface features. There are no Performance Tasks (PTs).
Grade Levels	Each grade: <ul style="list-style-type: none"> • 3–8, 11 	Grade bands: <ul style="list-style-type: none"> • 3–5 • 6–8 • High school
Number and Types of Items	Approximately 30 items in ELA and 30 items in math per grade level Includes 1 ELA PT and 1 math PT per grade level	Approximately 15 items per grade band (6 in ELA and 8–9 in math); PTs are not available
Universal Tools, Designated Supports, and Accommodations	All	All
Scoring	Results are not scored; however, answer keys and scoring rubrics are available	Results are not scored



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Accessing the Practice and Training Tests

- There are two means for accessing the Practice and Training Tests:
 1. Through the caaspp.org Web site at <http://caaspp.org>
 2. Through the Test Administer (TA) interface and the secure browser to simulate the summative testing environment



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Accessing the Practice and Training Tests (cont.)

- TAs may create test sessions for the Practice Tests or Training Tests on the TA Practice and Training Site.
 - Students may return to a Practice Test and/or Training Test session.



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Practice and Training Test User Guide



Smarter Balanced Assessment Consortium: Practice and Training Test User Guide

Smarter-Balanced-Write-Paper-Template_012712.png

Updated February 14, 2014

Prepared by the American Institutes for Research®





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Practice and Training Tests Resources

Using the Online Practice and Training Tests
archived Webcast

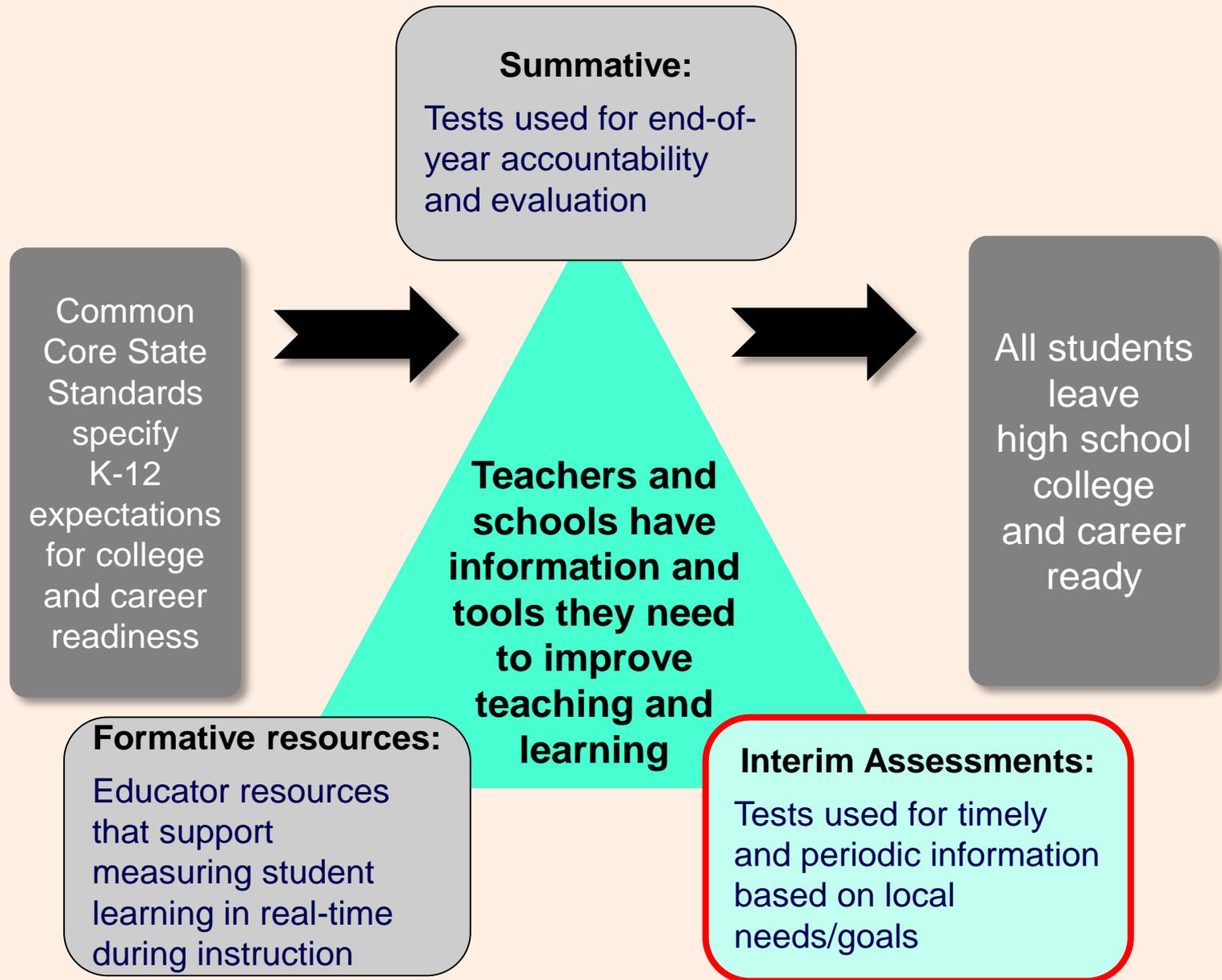
[http://caaspp.org/rsc/videos/archived-
webcast_110514.html](http://caaspp.org/rsc/videos/archived-webcast_110514.html)



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Interim Assessments

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Interim Assessments: Two Types

- Interim Comprehensive Assessments (ICAs)
 - Assess the same claims and standards as the summative assessments.
- Interim Assessment Blocks (IABs)
 - Assess smaller sets of assessment targets.
 - Address specific content areas.
 - Are more flexible.



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Interim Assessment Items

- Same as summative items
 - Assess Common Core State Standards
 - Same accessibility resources
 - Provide evidence to support claims in mathematics and ELA
- Different from summative items
 - Separate, non-secure item pool



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Grades Supported by Smarter Balanced Interim Assessments

- Interim assessments are available for grades three through eight and for high school; however, administration is not constrained by grade level:
 - The grade five ICAs/IABs, for example, can be administered to grades above or below grade 5.
 - High school IABs, because they test content appropriate across grade levels, could be given in grades nine, ten, eleven and/or twelve.

Eligible Grades for Interim Assessments

Student Grade Level	ICAs and IABs for the 2014–15 School Year*
K–2	Grade 3
3	Grade 3 Grade 4
4	Grade 3 Grade 4 Grade 5
5	Grade 4 Grade 5 Grade 6
6	Grade 5 Grade 6 Grade 7
7	Grade 6 Grade 7 Grade 8
8	Grade 7 Grade 8 High School
9	Grade 8 High School
10	Grade 8 High School
11	Grade 8 High School
12	Grade 8 High School

***The ICAs and IABs may be accessed by a student no more than two times for the 2014–15 school year.**



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IABs for ELA, Grades 3 to 5

Grades 3–5

Read Literary Texts

Read Informational Texts

Edit/Revise

Brief Writes

Listen/Interpret

Research

***Narrative Performance Task (Grades 4–5 only in 2014–15)**

***Informational Performance Task**

***Opinion Performance Task (Grade 3 only in 2014–15)**

***Will be available in 2015–16**



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IABs for ELA, Grades 6 to 8

Grade 6s-8

Read Literary Texts

Read Informational Texts

Edit/Revise

Brief Writes

Listen/Interpret

Research

***Narrative Performance Task**

***Explanatory Performance Task**

Argument Performance Task

***Will be available in 2015–16**



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IABs for ELA, High School

High School

Read Literary Texts

Read Informational Texts

Edit/Revise

Brief Writes

Listen/Interpret

Research

***Explanatory Performance Task**

Argument Performance Task

***Will be available in 2015–16**



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IABs for Mathematics Grades 3 to 5

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

***Will be available in 2015–16**



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IABs for Mathematics Grades 6 to 7

IAB Name	Grade	
	6	7
Ratio and Proportional Relationships	✓	✓
Number System	✓	✓
Expressions and Equations	✓	✓
Geometry	✓	*
Statistics and Probability	*	*
Mathematics Performance Task	✓	✓

***Will be available in 2015–16**



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IABs for Mathematics Grade 8

Grade 8

***Expressions & Equations I (and Proportionality)**

***Expressions & Equations II**

Functions

Geometry

Mathematics Performance Task

***Will be available in 2015–16 (available as a single Expressions & Equations Block in 2014–15)**



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IABs for Mathematics High School

High School

Algebra and Functions – Linear Functions

Algebra and Functions – Quadratic Functions

***Algebra and Functions – Exponential Functions**

***Algebra and Functions – Polynomials Functions**

***Algebra and Functions – Radicals Functions**

***Algebra and Functions – Rational Functions**

***Algebra and Functions – Trigonometric Functions**

***Geometry – Transformations in Geometry**

Geometry – Right Triangle Ratios in Geometry

***Geometry – Three-Dimensional Geometry**

***Geometry – Proofs**

***Geometry – Circles**

***Geometry – Applications**

***Interpreting Categorical and Quantitative Data**

***Probability**

***Making Inferences and Justifying Conclusions**

Mathematics Performance Task

***Will be available in 2015–16**



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Administration of ICAs and IABs

- Administered online (no paper-pencil administration)
- Same teacher registration process and test delivery interface as the summative assessment
- Fixed length test format for 2014–15
- Computer adaptive tests for 2015–16



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Interim Blocks Not Requiring Local Scoring in 2014–15

- ELA, all grade levels:
 - Edit/Revise
 - Listen/Interpret
 - Research
- Mathematics, all grade levels
 - All blocks except Performance Task blocks



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Scoring of the Interim Assessments

- Most items are scored by the Smarter Balanced test delivery engine.
- Scoring of constructed-response items and performance tasks is a local responsibility.
- Reports are generated after the constructed-response item scores and performance task scores are input into the system.
- Scoring is supported by rubrics and anchor papers.

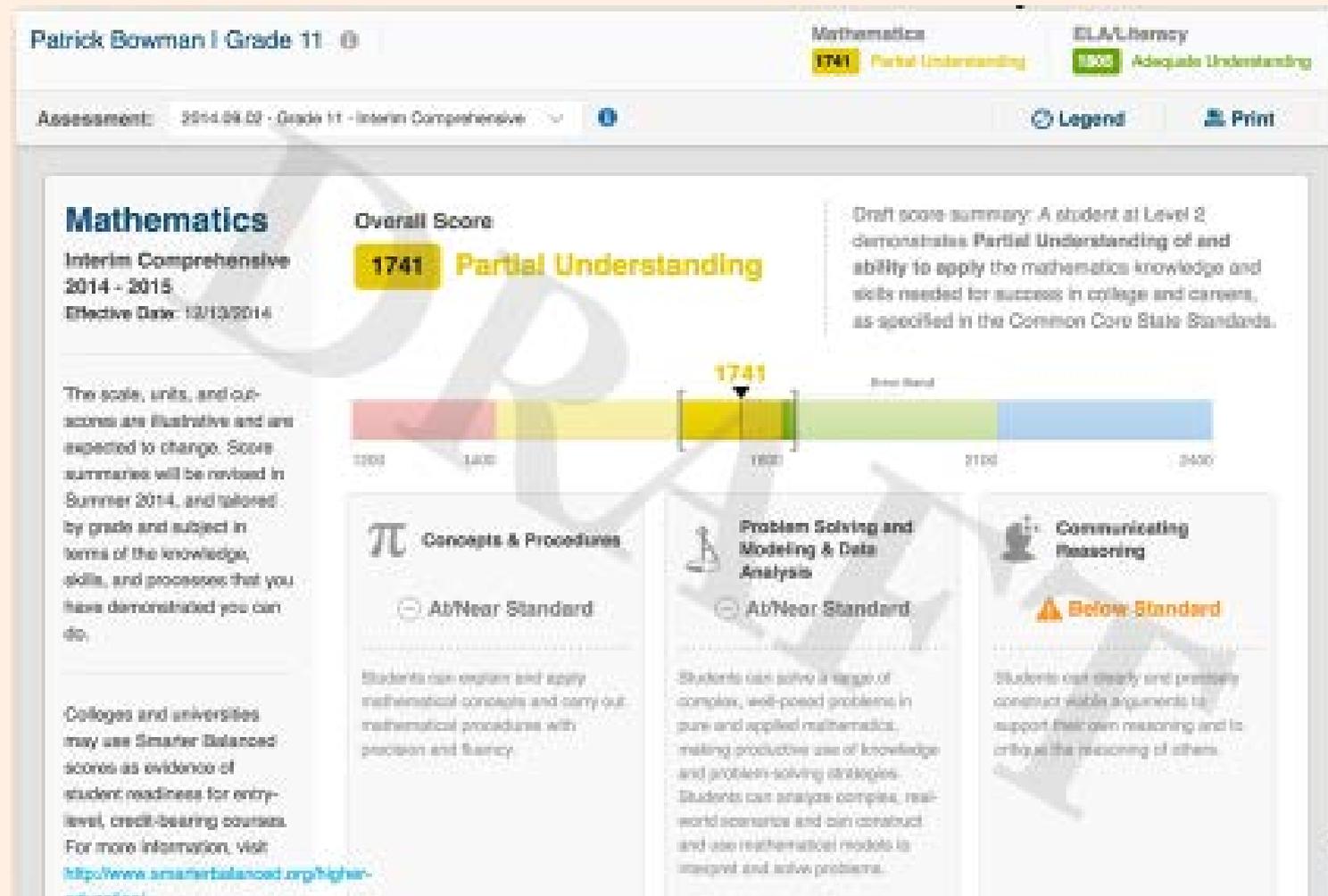


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Scoring and Results of the Smarter Balanced Interim Assessments

- The ICAs and the IABs provide individual student results that teachers can examine in relation to the standards to adjust instruction.
 - ICA: Overall scale score and Score of “Below” “At/Near” or “Above” Standard for each Claim
 - IAB: Score of “Below” “At/Near” or “Above” Standard for each Block

Smarter Balanced Mock-up: Individual Interim Student Report





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Suggested Uses of the Interim Assessments in 2014–15



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Inform Teaching and Learning

- Administer IAB(s) that align with current curriculum and pacing.
- Use IAB results with other sources of evidence to identify student strengths and weaknesses.
- Use ICAs or IABs to evaluate progress and plan adjustments to increase student learning.



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Authentic Experience

- Create test sessions, pause the test, experience the interface, experience the technology.
- Experience content and items reflective of the summative assessment.
- Use ICAs to gauge time needed for students to complete the summative assessment.



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Accessibility Supports

- Universal tools, designated supports, and accommodations are **modifiable** on the TA Interface for the interim assessments
 - Provides an excellent opportunity to try out accessibility supports with students and actual test items

Note: Only universal tools will be modifiable on the TA Interface for the summative assessments.

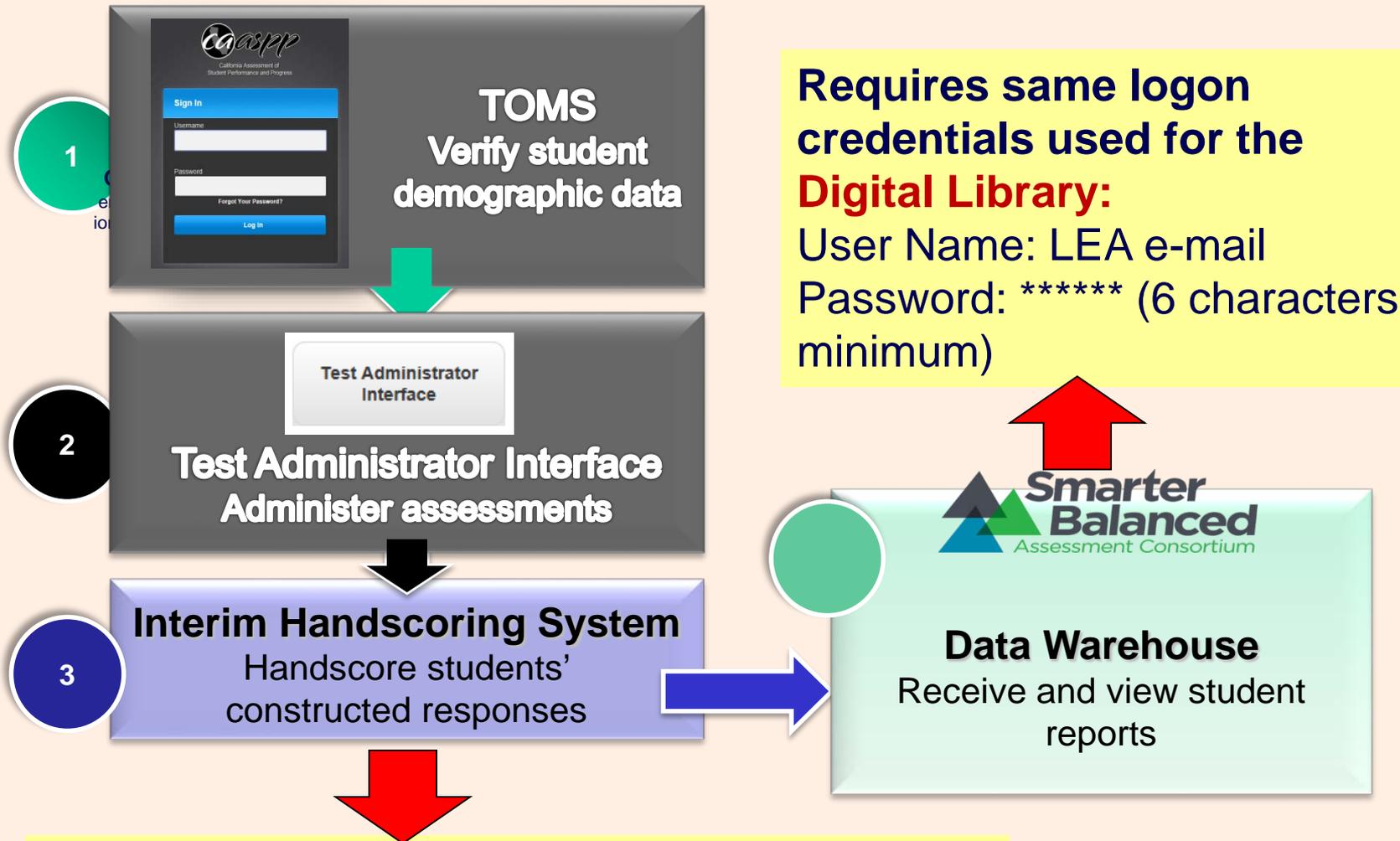


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Local Scoring

- Builds content knowledge.
- Supports collaboration.
- Provides a sense of the student's strengths and weaknesses.
- Builds teacher comfort with the process of online scoring.
- Helps LEAs estimate the time required to conduct local scoring of ICAs and IABs.

Log-ins required to support Interims



Requires same logon credentials used for the **Digital Library:**
User Name: LEA e-mail
Password: ***** (6 characters minimum)

Requires **TOMS** logon credentials:
User Name: First Name.Last Name
Password: ***** (8 characters minimum)



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Sample Implementation Plan for LEAs for 2015–16

- Become familiar with the ICAs and IABs.
- Consider the district's available technology.
- Plan how to use the interim assessments next year:
 - Locus of control/roles and responsibilities
 - Student registration
 - Accessibility supports
 - Teacher log-ins and security agreements
 - Scoring (training and time to score)
 - Technology
 - Scheduling
 - Troubleshooting



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Interim Assessments Resources

CDE CAASPP Web site:

<http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>

CaITAC Training

<http://www.caaspp.org/training/caaspp/index.html>



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Interim Assessment Resources (cont.)

- Interim Assessment Resource Guide
- Interim Assessment Classroom Activities

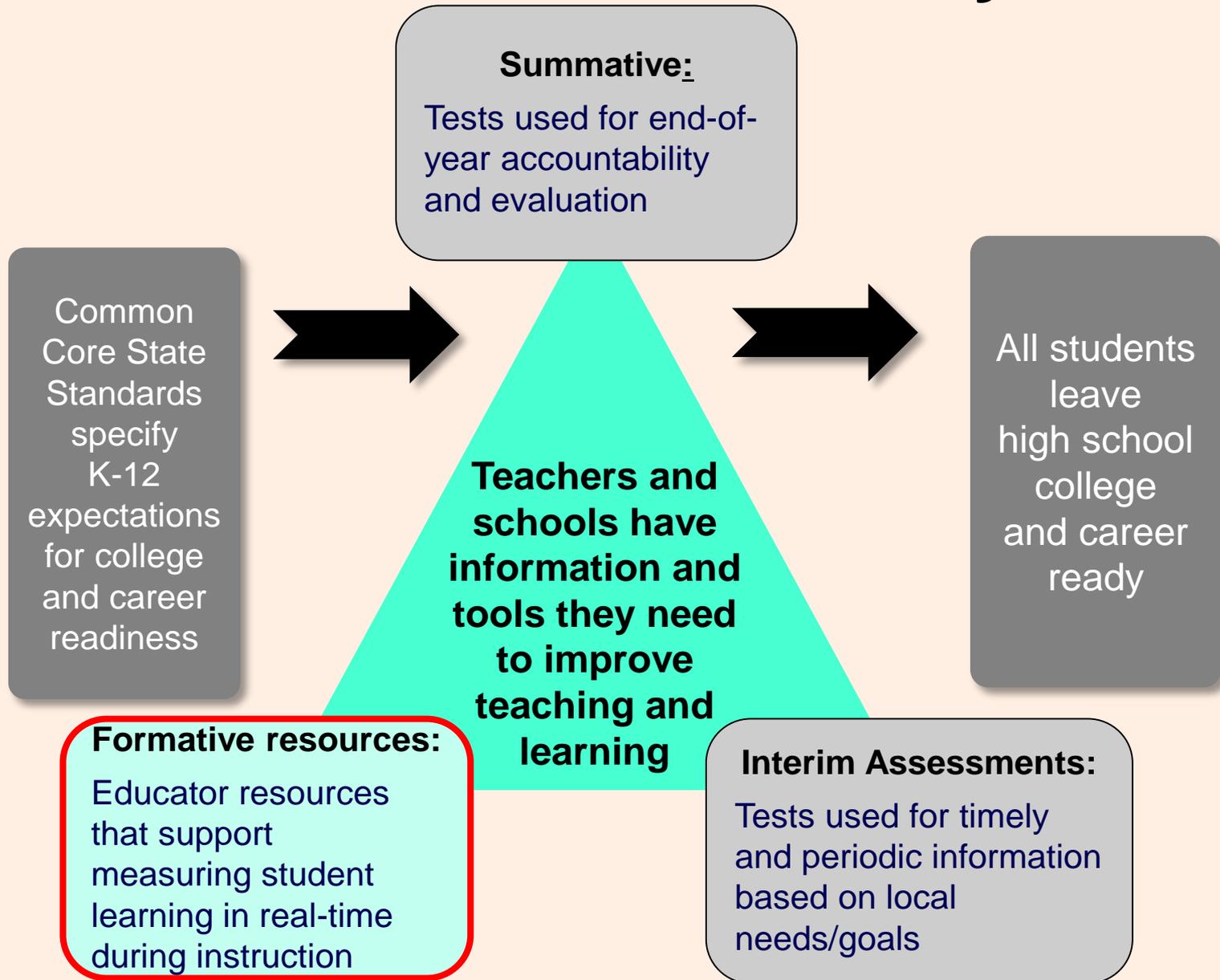
<http://www.caaspp.org/ta-resources/interim.html>



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Digital Library

A Balanced Assessment System





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Digital Library

- On-line collection of resources:
 - Aligned with the intent of the Common Core State Standards
 - Contributed by educators for educators
 - Vetted against a set of quality criteria
- Supports implementation of the formative assessment process
- Incorporates collaboration features
- Supports professional development for all components of the Smarter Balanced Assessment System



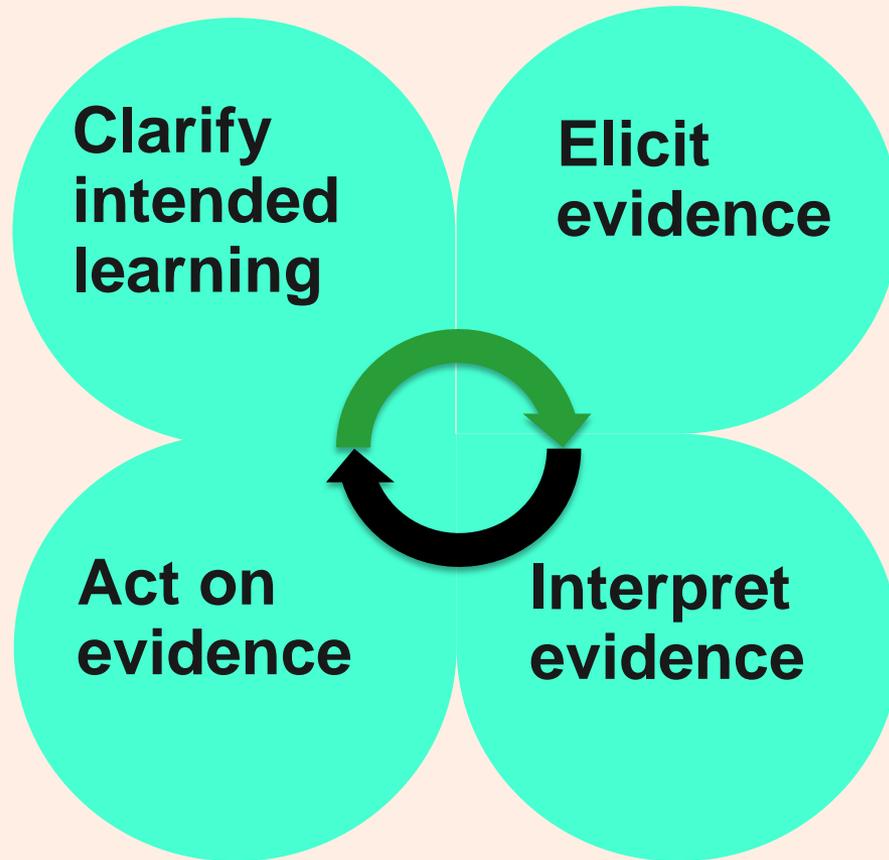
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Definition of the Formative Assessment Process

Formative assessment is 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.

It is also called “assessment **for** learning.”

Four Attributes of the Formative Assessment Process



Digital Library Resources

Assessment Literacy Modules

- Interactive Professional Learning Modules
- Resources for educators, students, and families
- Frame Formative Assessment within a Balanced Assessment System
- Articulate the Formative Assessment Process
- Highlight Formative Assessment Practices and Tools

Instructional Modules

- Interactive Professional Learning Modules
- Instructional coaching for educators
- Instructional materials for students
- Demonstrate/support effective implementation of the formative assessment process
- Focus on key content and practice from the Common Core State Standards for Mathematics and English language arts/literacy

Education Resources

- High-quality vetted instructional resources and tools for educators
- High-quality vetted resources and tools for students and families
- Reflect and support the formative assessment process
- Reflect and support the Common Core State Standards for Mathematics and English language arts/literacy
- Create Professional Learning Communities

Assessment Literacy Modules

- Interactive Professional Learning Modules
 - Resources for educators, students, and families
-
- Frame Formative Assessment within a Balanced Assessment System
 - Articulate the Formative Assessment Process
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 - High-quality vetted resources and tools for students and families
-
- Reflect and support the formative assessment process
 - Reflect and support the Common Core State Standards for Mathematics and ELA
 - Create Professional Learning Communities

Digital Library Features

The screenshot displays the Smarter Balanced Digital Library interface. At the top left is the Smarter Balanced Assessment Consortium logo. The main header includes the text "Digital Library" and navigation links for "Gina", "Notifications", "Feedback", "Favorites (0)", and "Help". Below the header are tabs for "Digital Library Resources", "Forums", and "Reports", along with a search bar. A "Filters" section contains several dropdown menus: Subjects, Grades, Attributes of the Formative Assessment Process, Media Types, Resource Type, Intended End Users, Intended Student Populations, Educational Use, Module Type, Geographic Settings, and Common Core State Standards. Below the filters, it shows "2606 Resources:" with a "Sort by: Newest" dropdown, a "Posted with Distinction Only" checkbox, and a "List View" button. The main content area features a "Posted with Distinction" filter and three resource cards. Each card has a green checkmark in the top right corner. The first card is titled "Proportional Reasoning: CBAL (TM) Activity Set, Handbook and Teacher Videos" and features the ETS CBAL logo and the text "Proportional Reasoning". The second card is titled "Linear Functions and Nonlinearity: CBAL (TM) Activity Set and Handbook" and features the ETS CBAL logo and the text "Linearity and Early Nonlinear Thinking". The third card is titled "Understanding the Smarter Balanced Assessment Consortium Score Report" and features a photograph of students looking at a screen.



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Interim Assessment Blocks Interactive Module

Using Interim Assessment Blocks To Support Teaching And Learning

PROFESSIONAL LEARNING RESOURCE

♥ Add to Favorites

Author: [Amplify](#) | Owner: [Smarter Balanced Assessment Consortium](#)

Contributor: [Content Module Resources](#)

 Edit

Using the Interim Assessment Blocks to Support Teaching and Learning



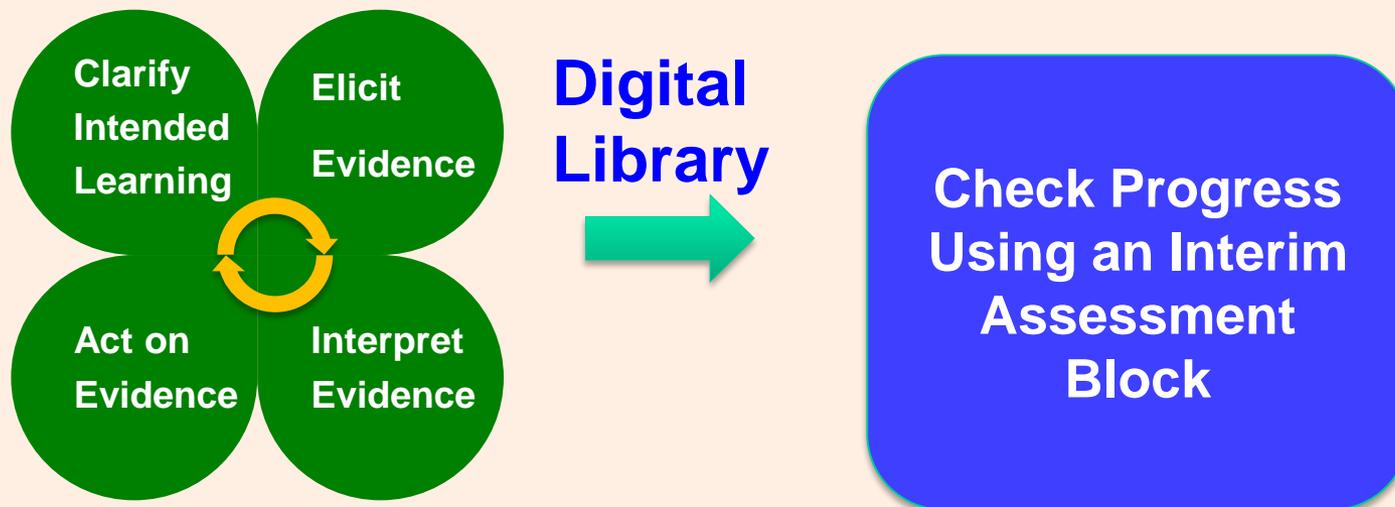
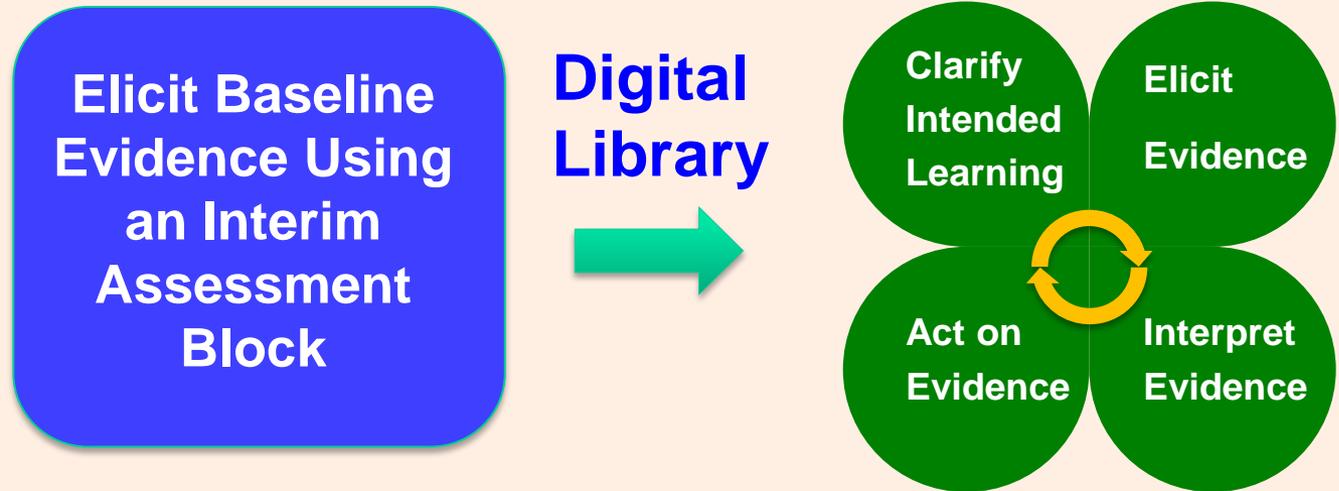
Welcome to the
**Smarter Balanced
Reporting System**

The Smarter Balanced Reporting System is an interactive, online reporting platform that provides a range of reports on the Smarter Balanced and interim assessments. It provides clear, understandable data on student achievement and timely reports for teachers, parents, and administrators to track student progress toward college careers and career-readiness.

[Log In](#)



Using Interim Assessment Blocks





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Log-in Credentials for Teachers

Each LEA must:

- Register Schools (Institutions)
- Register Teachers
- Important to complete forms **Accurately**

Role	AssociatedEntityID	Level
District Coordinator	CDS Code for the District	DISTRICT
DL_EndUser	CDS Code for the District	DISTRICT
DL_EndUser	CDS Code for the School	INSTITUTION
DL_EndUser	CDS Code for the School	INSTITUTION

- Help: CalTAC at 855-631-1510



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Digital Library Implementation

- Think through what the teachers might need.
- Provide hands-on training and support.
- Embed into existing meetings.
- Encourage collaborative exploration.
- Build the knowledge base around formative assessment practice.



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Criteria for Resources

- Align with Common Core State Standards.
- Incorporate formative assessment practices.
- Demonstrate high-quality instruction.
- Address learner differences.
- Is engaging and user-friendly.



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Tour of the Digital Library

Digital Library Log-in Page

Smarter Balanced
Assessment Consortium

Smarter Balanced Single Sign On

Please Log In

Enter your username and password to log into the Smarter Balanced applications. After you log in, you will automatically be directed to the application you selected.

Username
Enter your email address

Password
minimum 6 characters,
including one number

[Forgot Your Password?](#)

Log In

12:31 PM
9/8/2014



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Tour of the Digital Library Filter Example

The screenshot shows the Smarter Balanced Digital Library interface. The browser address bar displays <https://www.smarterbalancedlibrary.org/digital-library-resources>. The page header includes the Smarter Balanced Assessment Consortium logo, the text "Digital Library", and navigation links for "Pete", "Notifications", "Feedback", "Favorites (5)", and "Help". Below the header, there are tabs for "Digital Library Resources" and "Forums", along with a search bar.

The main content area features a "Subjects" filter menu that is open, showing a list of checkboxes for various subjects and standards. The "Subjects" menu includes:

- ELA - Reading Informational Text
- ELA - Reading Literature
- ELA - Reading Foundational Skills
- ELA - Writing
- ELA - Speaking & Listening
- ELA - Language
- Math Practice - 1. Make sense of problems and persevere in solving them
- Math Practice - 2. Reason abstractly and quantitatively
- Math Practice - 3. Construct viable arguments and critique the reasoning of others
- Math Practice - 4. Model with mathematics
- Math Practice - 5. Use appropriate units and labels

Other filter options visible on the right include "Module Type", "Geographic Settings", and "Common Core State Standards". Below the filters, there are three resource cards:

- Calculating Volumes of Compound Objects**: This resource involves the students.
- Ferris Wheel**: This is a ready-to-use resource that teachers.
- The New England Fishing Industry: Sea Changes in a Community**: This unit on primary sources chronicles the...

The bottom of the screenshot shows a Windows taskbar with various application icons and a system tray displaying the time as 12:33 PM on 9/8/2014.



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Tour of the Digital Library Resource Card Example

1830 Resources: Sort by: Newest Posted with Distinction Only List View

✓ Posted with Distinction Hide

Calculating Volumes of Compound Objects

Link to Resource	https://www.smarterbalancedlibrary.org/digital-library-resources/Calculating-Volumes-of-Compound-Objects.pdf
------------------	--

This resource involves the students calculating the volumes of different compound objects. They decompose the compound shapes into simpler...

Subjects: Math Practice - 1. Make sense of problems and persevere in solving them, Math Practice - 6. Attend to precision, Math - Content - Geometry

Grades: 9 - Ninth Grade, 10 - Tenth Grade, 11 - Eleventh Grade, 12 - Twelfth Grade

Media Types: Image, Document, Presentation

14 views, 1 download, 0 ratings

Ferris Wheel

Link to Resource	https://www.smarterbalancedlibrary.org/digital-library-resources/Ferris-Wheel.pdf
------------------	---

This is a ready-to-use resource that teachers can use in a unit about trigonometric functions and graphs. Including the pre-assessment, it...

Subjects: Math Practice - 4. Model with mathematics, Math Practice - 7. Look for and make use of structure, Math - Content - Functions, Math - Content - Modeling

Grades: 9 - Ninth Grade, 10 - Tenth Grade, 11 - Eleventh Grade, 12 - Twelfth Grade

Media Types: Document, Presentation

22 views, 6 downloads, 0 ratings

The New England Fishing Industry: Sea Changes in a Community

Objectives:

- analyze primary sources, including historical photos, oral histories, and maps;
- synthesize information and analyze language in order to make a persuasive thesis on the text;
- analyze the motivation, structure, and application of a culture's traditions and a society's cultural practices; and
- analyze, research and conduct a debate on the need for restrictive legislation in the fishing industry.

Grade	ELA/Literacy	History/Social Studies
All Levels	W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10, W.11, W.12	W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10, W.11, W.12

This unit on primary sources chronicles the first half of the 20th century through the lens of the New England fishing industry. Students...

Subjects: ELA - Reading Informational Text, ELA - Writing, ELA - Speaking & Listening, History/Social Studies - Reading, History/Social Studies - Writing, History/Social Studies - Other

Grades: 6 - Sixth Grade, 7 - Seventh Grade, 8 - Eighth Grade, 9 - Ninth Grade, 10 - Tenth Grade, 11 - Eleventh Grade, 12 - Twelfth Grade

Media Types: Document

22 views, 6 downloads, 0 ratings



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Tour of the Digital Library Resource Page

The screenshot shows a web browser window displaying a resource page from <https://www.smarterbalancedlibrary.org>. The page title is "Calculating Volumes of Compound Objects". The browser's address bar shows the URL and the page title. The page has a navigation menu with tabs: "About This Resource", "Collaboration", "Reviews", "Share", "Related Resources", and "Flag". Below the navigation menu, there is a "Glossary Of Terms" link. The main content area is divided into two columns. The left column contains several sections: "SUBJECTS AND DOMAINS" with links for "Math Practice - 1. Make sense of problems and persevere in solving them", "Math Practice - 6. Attend to precision", and "Math - Content - Geometry"; "COMMON CORE STATE STANDARDS" with links for "CCSS.Math.Content.HSG-SRT.C" and "CCSS.Math.Content.HSG-GMD.A"; "GRADES" with links for "9 - Ninth Grade", "10 - Tenth Grade", "11 - Eleventh Grade", and "12 - Twelfth Grade"; "INTENDED END USERS" with links for "Student" and "Teacher"; "INTENDED STUDENT POPULATIONS" with a link for "All Students"; and "MEDIA TYPES" with links for "Image", "Document", and "Presentation". The right column contains a "Summary" section with a paragraph of text: "This resource involves the students calculating the volumes of different compound objects. They decompose the compound shapes into simpler ones in order to do this. The students also use right triangles and their properties to solve for volume. Before the lesson, the students individually work on the task, 'Glasses'. In this task they calculate the volume of different shaped glasses. The teacher reviews the student's work and poses questions to them about it. This is to help the students improve on their work. Next, the students work in small groups on the same volume questions. During this activity, the students justify and explain their reasoning for their own answers. Each group also works together to review and critique other students' answers to the same questions. Then, the whole class gathers to discuss their solutions and any misconceptions. The lesson ends with the students revisiting their original answers to the questions and making any necessary changes." Below the summary is a section titled "ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS" with links for "Clarify Intended Learning", "Elicit Evidence", "Interpret Evidence", and "Act on Evidence". At the bottom of the right column is a section titled "Specific Connection to the Formative Assessment Process" with a paragraph of text: "The formative assessment strategies are used throughout the lesson. The intended learning is clarified by the teacher at the beginning of the lesson and reiterated during the small group and whole group tasks and discussions. The student individually completes a pre-lesson activity to elicit evidence of what". The browser's taskbar at the bottom shows the Windows logo, several application icons, and the system tray with the date and time: "12:35 PM 9/8/2014".



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Tour of the Digital Library Collaboration Page

The screenshot shows a web browser window displaying the Smarter Balanced Library Collaboration Page. The URL is <https://www.smarterbalancedlibrary.org/content/calculating-volumes-compound-objec>. The page features a navigation bar with tabs for "About This Resource", "Collaboration", "Reviews", "Share", "Related Resources", and "Flag". Below the navigation bar, there is a section for "Collaboration" with a "View All Materials" button and a "Download" button. The main content area includes a warning: "Be aware this is a public site. You are participating as an employee of your district or institution." Below this, there is a section for "Reviews" with a "Have you used this resource? If so, please take a moment to review it" prompt and a "0 reviewers" count. There are also "2 Topics" and a "Sort by: Most Recent Activity" dropdown menu. The "Collaboration" section is divided into two sub-sections: "Implementation" and "Suggested Modifications to Support a Range of Learners". Both sub-sections have a "0 POSTS" count and a "Started by: Kathy" | "Latest Reply: Kathy Sep 7th 2014 7:25 pm" entry. The Windows taskbar at the bottom shows the system clock as 12:36 PM on 9/8/2014.



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Tour of the Digital Library Flag Page

[About This Resource](#) [Collaboration](#) [Reviews](#) [Share](#) [Related Resources](#) [Flag](#)

Flag This Resource

What issue did you find with this Resource?*

- Outdated
- Duplicate
- Inaccurate / misleading
- Unintelligible / not viewable / technology does not function properly
- Accessibility and accommodation issues
- Biased and objectionable or culturally insensitive material (e.g. related to race, culture, religion, political viewpoint, gender, or socioeconomic status)
- Contains personally identifiable information (PII)
- Summary information does not match the resource
- May be in violation of intellectual property rights (i.e., copyright infringement)
- Does not support implementation of Common Core Standards
- Does not support the formative assessment process
- Resource is not available free of charge

Flagged resources and users are reviewed by Smarter Balanced Assessment Consortium moderators to determine whether they violate the Terms of Service. Accounts are penalized for violations and serious or repeated violations can lead to account termination.



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Digital Library

Suggested Implementation Activities

- Are all teachers and administrators registered in the Digital Library?
- Consider plans for:
 - Using the Professional Learning Modules to deepen understanding of the formative assessment process.
 - Providing training to staff on the value and use of the Digital Library.
 - Providing protected time for staff to explore the Digital Library as collaborative/PLC teams.



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Digital Library: Next Steps

- What are the immediate next steps you will complete when you return to your district/site?



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Digital Library Resources

CDE CAASPP Web site:

<http://www.cde.ca.gov/ta/tg/sa/diglib.asp>

CalTAC Digital Library

1-855-631-1510

caltac@ets.org



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Questions?