



Communicating About CAASPP: Teacher Guides

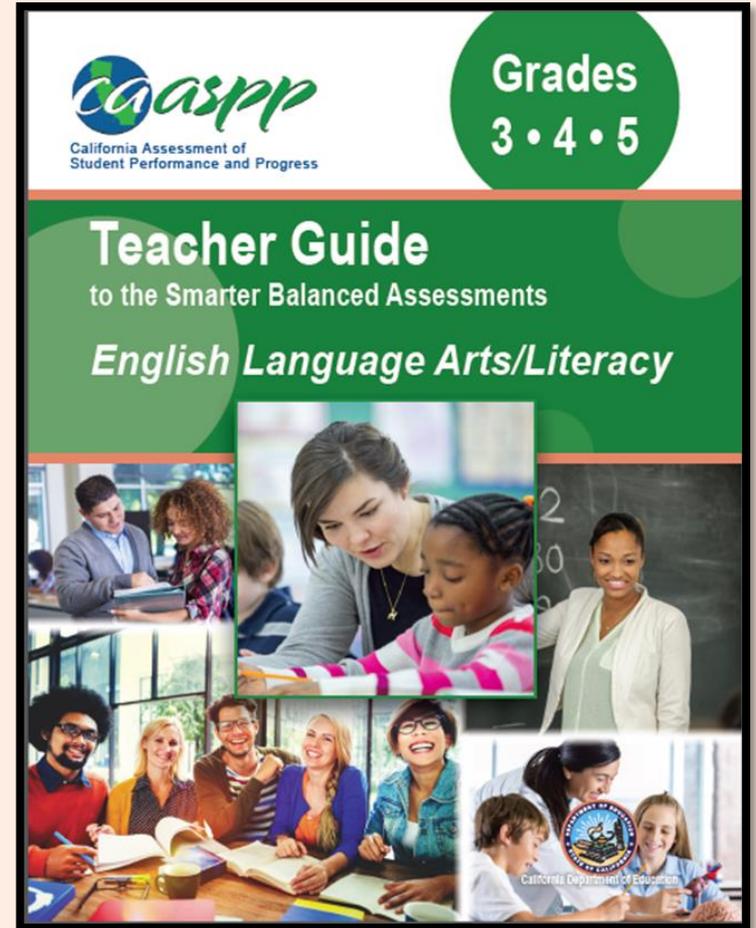
2015–16 CAASPP Institutes



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Overview of Module

- Overview of the teacher guide
 - Purpose
 - Structure
 - Content and Features





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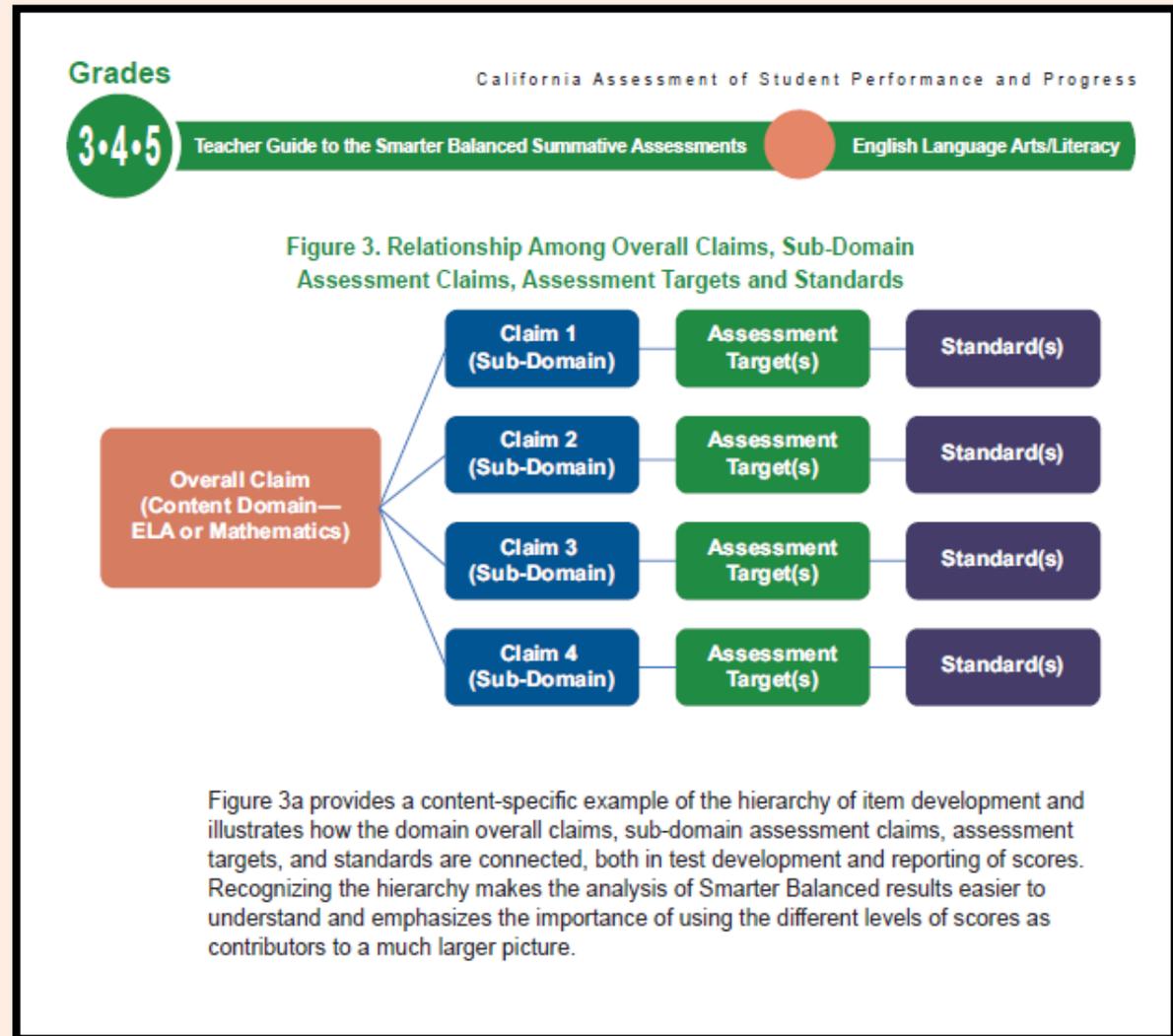
Teacher Guides

- The purpose is to deepen teachers' understanding of the Smarter Balanced Summative Assessments, their alignment with the California Common Core State Standards, and their intended connection to classroom learning.
- Synthesizes information from multiple sources into a single document.



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Bridging the Connections Between Assessments and the Frameworks





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Connecting Smarter Balanced Assessment to Classroom Learning

California Assessment of Student Performance and Progress Grades

English Language Arts/Literacy Teacher Guide to the Smarter Balanced Summative Assessments 3•4•5

Figure 3a. Anatomy of a Test—The Hierarchy of the Smarter Balanced Summative Assessment
Example – English Language Arts—Grade Four

Overall ELA Claim for Grades 3–5	ELA Content Claims	Content Category	Estimated Number of Items Per Claim	Targets are the bridge between the content standards and the assessment evidence that supports the claim; they ensure sufficiency of evidence to justify each claim	Associated Standard(s) and Depth of Knowledge (DOK)(s)*
Students can demonstrate progress toward college and career readiness in English Language arts and Literacy	Reading Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text	Literary Text	14–16	Reasoning and Evidence (Grade Four) Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character, setting, events, point-of-view, themes, topics) and use supporting evidence as justification/explanation	RL-1, DOK 3 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

* The Common Core State Standards require high-level cognitive demand. The Depth of Knowledge (DOK) refers to the cognitive rig or required of students to answer a question or perform a task. Four levels of DOK are considered in Smarter Balanced assessments, with each level requiring greater cognitive demand.

Connecting the Smarter Balanced English Language Arts/Literacy Assessments to Classroom Learning

The Smarter Connection

What Smarter Balanced resources may a teacher consider in planning learning events for students in reading, writing, speaking and listening, and research?

By examining the item specifications for Reading, Claim 1 (See Figure 4), teachers will be able to connect the evidence required in a Smarter Balanced assessment to learning goals and success criteria for a classroom learning event aligned



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Teacher Guides, continued

- Available by grade span
 - Grades three through five
 - Grades six through eight
 - High school
- In both English-language arts and mathematics
- Highlight the changes in expectations as students move through the grade levels.



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Teacher Guides, continued

- Review the fundamental features of the Smarter Balanced test design.
- Provide a framework for teachers to use evidence statements to build a lesson or classroom activity.



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Teacher Guides, continued

- Explain how student skills and knowledge are assessed and reported through collecting and scoring evidence.
- Provides examples of the range and types of items that appear on the assessments
- Discusses analyzing and interpreting student performance information.



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Where Can I Find the Teacher Guides?

- The Teacher Guides are posted on CDE's CAASPP Teacher Guide: Smarter Balanced Assessments Web page at

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



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***This is the end of the
spring CAASPP Institute
modules.***

Thank you for watching!