



Making Connections Between the Claims, Assessment Targets, and Standards

2015–16 CAASPP Institutes



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Overview of Module

- Resources to help make connections between claims, assessment targets, and standards:
 - Claim Descriptions
 - Test Blueprints
 - Achievement Level Descriptors



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Mindset

- Think about engaging teachers
 - In reflection of instructional practice and standards implementation
 - Using results and other evidence of student learning to inform that practice and implementation
- Think about supporting teachers
 - Professional learning
 - Tools, materials, time

ELA Claim Descriptions

English Language Arts/Literacy

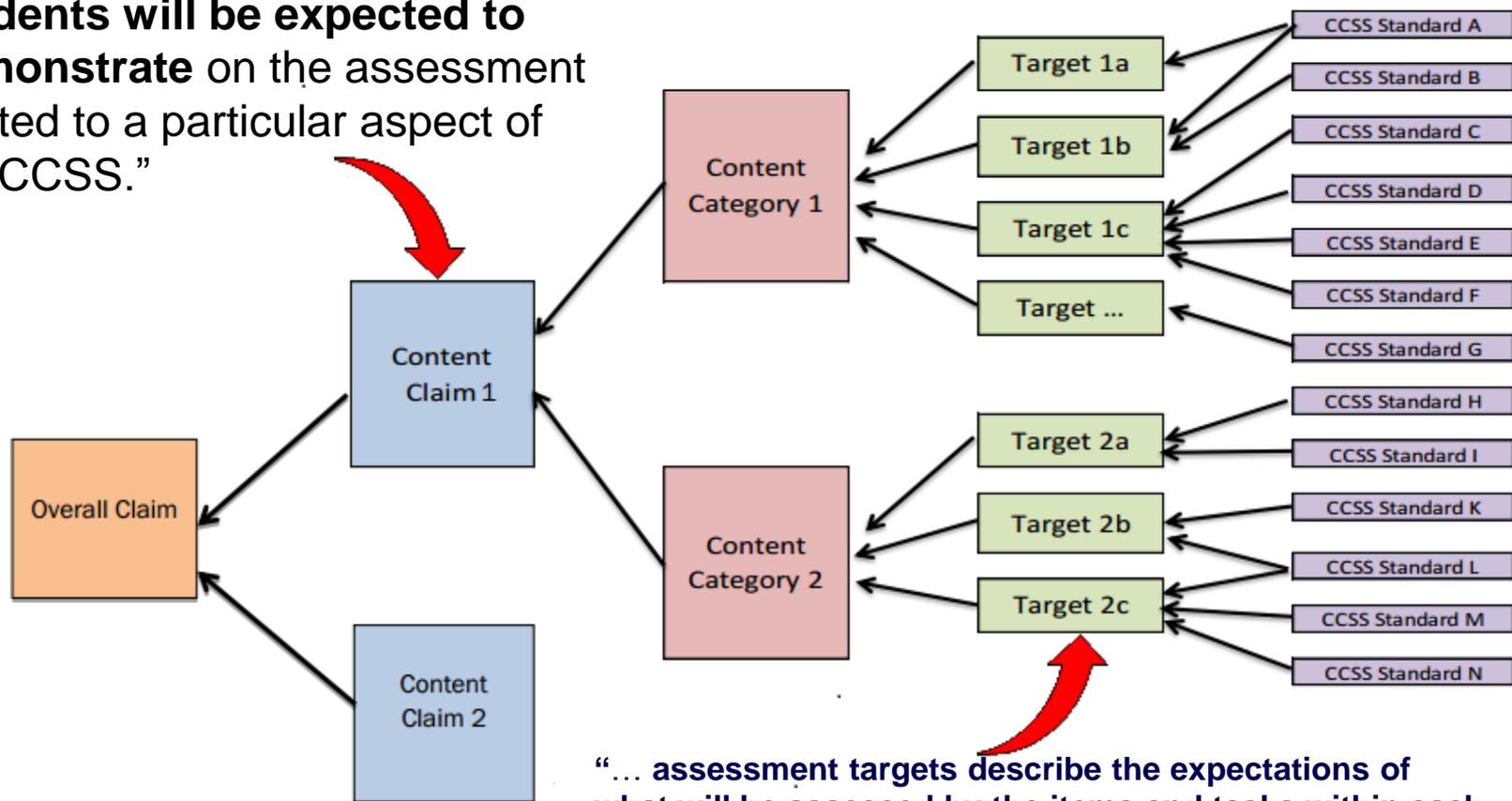
Area (Claim) Descriptors	Above Standard	At or Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity.	The student demonstrates some ability to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity.
Writing Producing clear and purposeful writing	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of purposes and audiences.	The student does not demonstrate an ability to produce effective and well-grounded writing for a range of purposes and audiences.
Listening Demonstrating effective communication skills	The student demonstrates thorough ability to critically interpret and use information delivered orally .	The student demonstrates some ability to accurately interpret and use information delivered orally .	The student does not demonstrate the ability to accurately interpret and use information delivered orally .
Research/Inquiry Investigating, analyzing, and presenting information	The student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic .	The student demonstrates some ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.	The student does not demonstrate the ability to use research/inquiry methods to explore or produce an explanation of a topic. The student does not demonstrate the ability to analyze or integrate information through research or inquiry.

Mathematics Claim Descriptions

Mathematics			
Area (Claim) Descriptors	Above Standard	At or Near Standard	Below Standard
<p style="text-align: center;">Concepts and Procedures Applying mathematical concepts and procedures</p>	<p>The student demonstrates a thorough ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>	<p>The student demonstrates some ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>	<p>The student does not demonstrate the ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>
<p style="text-align: center;">Problem Solving/Modeling and Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems</p>	<p>The student demonstrates the thorough ability to consistently solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates the ability to consistently analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</p>	<p>The student demonstrates some ability solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates some ability to analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</p>	<p>The student does not demonstrate the ability to solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student does not demonstrate the ability to analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.</p>
<p style="text-align: center;">Communicating Reasoning Demonstrating ability to support mathematical conclusions</p>	<p>The student demonstrates the thorough ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>	<p>The student demonstrates some ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>	<p>The student does not demonstrate the ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>

Making Meaning

“A claim is a **summary statement about the knowledge and skills students will be expected to demonstrate** on the assessment related to a particular aspect of the CCSS.”



“... assessment targets describe the expectations of what will be assessed by the items and tasks within each claim.”



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Resources to Support Analysis of Summative Assessment Results

- Summative Assessment Blueprints
- Claims Alignment Documents
- Threshold Achievement Level Descriptors
- Content Specifications
- Item Specifications
- Understanding the Student Score Report
- Teacher Guides (Under Construction)



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Summative Assessment Blueprints Grade Six ELA Partial Example

Target Sampling ELA/Literacy Grades 6–8								
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK ^{2,3}	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	1. Reading	Literary ⁴	2: Central Ideas	2, 3	1 ⁵	1–2 ⁶	0–1 ⁵	4–7 ⁶
			4: Reasoning and Evaluation	3, 4	1 ⁵			
			1: Key Details	2	2–5	2–5	0	
			3: Word Meanings	1, 2				
			5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	2, 3, 4				
			7: Language Use	3				
		Informational ⁷	9: Central Ideas	2, 3	1–3 ⁷	9–10	0–1 ⁸	9–10
			11: Reasoning and Evaluation	3, 4				
			8: Key Details	2				
			10: Word Meanings	1, 2	7–8	9–10	0	
			12: Analysis within/across Texts	3, 4				
			13: Text Structures and Features	2, 3				
			14: Language Use	3				

Summative Assessment Blueprints can be found at
www.smarterbalanced.org/smarter-balanced-assessments/



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Claims – Assessment Targets – Standards – Grade Six ELA

Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	1: Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	6.RL.1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	2	MC, MS, HT
	2: Central Ideas: Summarize central ideas/key events.	6.RL.2 <u>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>	2 3	MC, MS, EBSR, HT ST/CR
	3: Word Meanings: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	6.RL.4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</u> 6.L.4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u> 6.L.5b <u>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u> 6.L.5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</u> 6.L.6 <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	1, 2	MC, MS, HT

Other grades and content areas are available on the Riverside County Office of Education Web site at <http://www.rcoe.us/educational-services/instructional-services/california-standards/assessment/>



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***Pause the video to
complete the activity***

***Suggested time for the
activity is 5 minutes***



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Threshold Achievement Level Descriptors (ALDs)

GRADE 5				
of words and phrases used in context.				
THRESHOLD ALD Reading Targets 1-7		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.

Mathematics and ELA/literacy ALDs and College Content-Readiness Policies can be found at: <http://www.smarterbalanced.org/achievement-levels/>



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Activity:

Review Threshold ALD for Grade Six ELA, Reading, Targets 1 – 7, Standard Met

- What would be useful for your teachers to think about when reading these ALDs?
- Do your teachers ask their students to demonstrate these skills and knowledge?
- In what ways?
- Do students have multiple opportunities?



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- Items Specifications
 - <http://www.smarterbalanced.org/smarter-balanced-assessments/#item>



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Resources to Support Analysis of Summative Assessment Results (cont.)

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 - <http://www.smarterbalanced.org/achievement-levels/>
- Claims Alignment Documents
 - <http://www.rcoe.us/educational-services/instructional-services/california-standards/assessment/>



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Resources to Support Analysis of Summative Assessment Results (cont.)

- Understanding the Student Score Report
- Parent Guide to the Smarter Balanced Assessments
 - <http://www.cde.ca.gov/ta/tg/ca/caasppsreports.asp>
- Curriculum Frameworks
 - <http://www.cde.ca.gov/ci/cr/cf/index.asp>



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***This is the end of this
module.***

***The next module is
“Accessibility Supports –
Part I”***