

Student Assessment

Update



Alliance District Convening
October 15, 2014



Learning Outcomes

- Schedule/Calendar
- Digital Library
- Student Assessment Professional Development
- Interim Assessments
- Reporting
- Achieve Tool



Connecticut Summative Assessments 2014 - 2015

State Assessment	Grade(s)	Testing Window	Total Testing Time per Student	Delivery Method
CMT/CAPT Science	5, 8 and 10	March 2 – 27	65 minutes - Grade 5 70 minutes - Grade 8 50 minutes each (2 sessions) - Grade 10	Paper/pencil delivery except for students requiring accommodations through MIST.*
CMT/CAPT Science Skills Checklist	5, 8 and 10	Upload Dates: March 2 – 27	Not Applicable	Completed through the MI Web Portal.
NCSC/Connecticut Alternate Assessment (CTAA)	3 – 8 and 11	March 30 – May 15	Time will vary by student.	Online
Smarter Balanced	3 – 8	March 17 – June 12	Approximately 6 – 6.5 hours**	Online
Smarter Balanced	11	April 27 – June 12	Approximately 7 – 7.5 hours**	Online

* CMT/CAPT Science test items will be piloted online.

** Total testing times are estimates for most students and are provided for scheduling purposes.

Smarter Balanced assessments are designed as untimed tests; some students may need more or less time.

CMT/CAPT Modified Assessment System (MAS) is No Longer Available

Digital Library Update



Smarter Balanced Assessment Consortium Digital Library



- An online collection of instructional and professional learning resources contributed by educators for educators.
- Resources are aligned with the intent of the Common Core State Standards (CT Core Standards) and will help educators implement the Formative Assessment Process to improve teaching and learning.

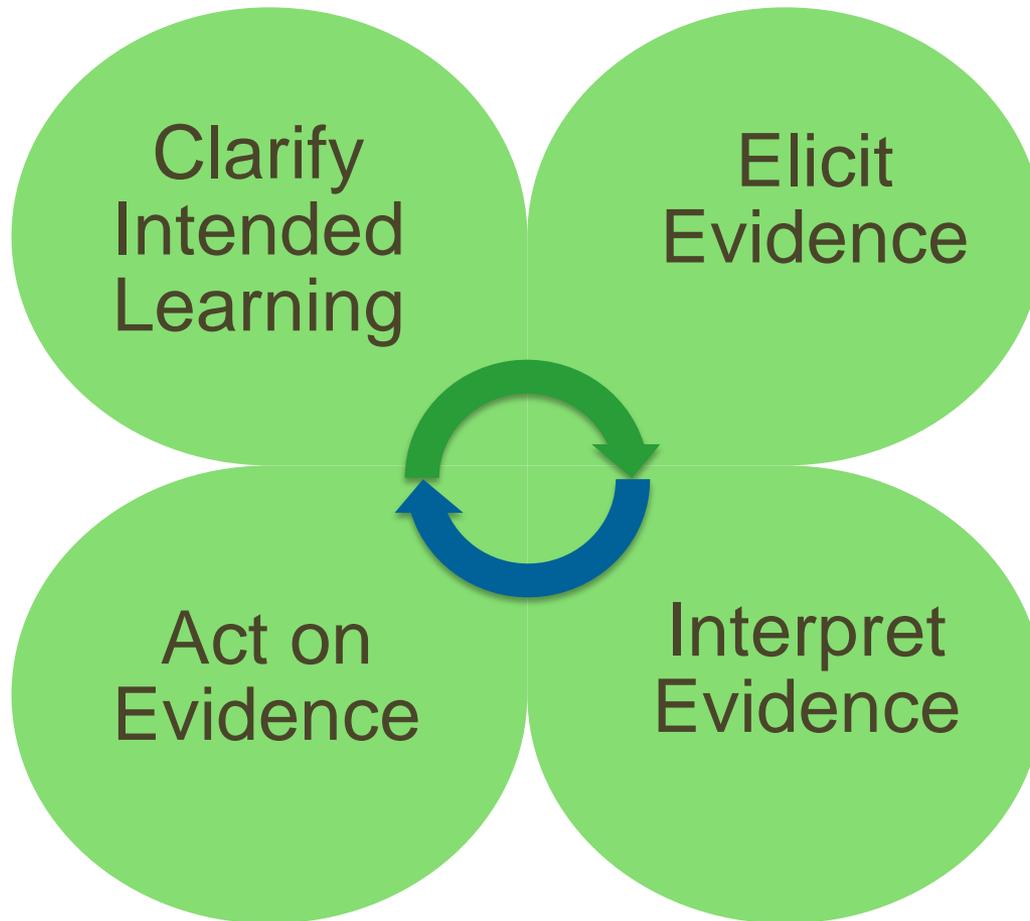
Smarter Balanced Assessment Consortium

Formative Assessment Process Defined



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' self-assessment, reflection and attainment of curricular learning targets/goals.

Four Attributes of the Formative Assessment Process



Digital Library Resources

Assessment Literacy Modules

- Commissioned 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

Exemplar Instructional Modules

- Commissioned 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

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
- Create Professional Learning Communities

Resources in the Digital Library

Assessment
Literacy Modules

Exemplar
Instructional
Modules

Education
Resources



- Not an assessment bank
- Not an item bank
- Not a learning management system where educators can register for training or receive credit by completing specific online courses
- Not a library for general public (will require registration and login)
- Not a site where any resource can automatically be posted; all resources must be vetted through the Quality Criteria

Digital Library Functionality

Uses state-of-the-art tagging, filtering, and search features to locate, view, download, favorite, and rate resources to:

The screenshot displays the Smarter Balanced Digital Library interface. At the top, there is a navigation bar with the Smarter Balanced logo, the text 'Digital Library', and user options like 'joe', 'Notifications', 'Feedback', 'Favorites (10)', and 'Help'. Below this is a search bar and a menu with options: 'Digital Library Resources', 'Resource Review', 'My Resources', 'Forums', and 'Reports'. A filter section on the left includes dropdown menus for 'Subjects', 'Resource Type', 'Module Type', 'Grades', 'Intended End Users', 'Geographic Settings', 'Attributes of the Formative Assessment Process', 'Intended Student Populations', 'Common Core State Standards', and 'Media Types', 'Educational Use'. Below the filters, it shows '1785 Resources' and a 'Sort by: Newest' dropdown. The main content area displays a grid of resource cards, each with a title, a thumbnail image, a description, and metadata such as 'Subjects', 'Grades', and 'Media Types'. The first card is titled 'Solving Real-Life Problems: Selling Soup' and the others are 'Characters, Settings, and Major Events in a Story: Interpret Evidence', 'Characters, Settings, and Major Events in a Story: Elicit Evidence', and 'Characters, Settings, and Major Events in a Story: Act on Evidence'.

- Expand educator practice to differentiate instruction for diverse learners
- Increase educator understanding about assessment literacy
- Promote engagement of students in their own learning
- Design professional development opportunities
- Compile materials for Professional Learning Communities

Accessing the Digital Library

- In June, District Test Coordinators were provided with information for uploading Digital Library users.
- Contact your District Test Coordinator to be provided with access information.
- New way to add users. See the September 26, Student Assessment Newsletter.



CSDE/RESC Alliance Assessment Suite Workshops

Using the Digital Library to Support Teaching & Learning

Connecting the Claims to Classroom Instruction



2014-2015 CSDE Smarter Balanced Usability Accessibility & Accommodations Training

- Option 1: 2014-2015 ONLINE Smarter Balanced Usability, Accessibility and Accommodations Training is a professional learning opportunity presented as an ONLINE course. Information provided during this training will allow participants supporting students assessed with the Smarter Balanced Assessments, to understand what accessibility options are available. This focus includes students with disabilities, students with a Section 504 plan, students identified as English Learners (EL), as well as general education students.
- Option 2: 2014-2015 LIVE Smarter Balanced Usability, Accessibility and Accommodations Training is a professional learning activity that will be presented at each of the 6 Regional Educational Service Centers (RESC). Morning and afternoon sessions will be available depending on enrollment numbers. Information provided during this training is compatible to the online version listed above.



Interim Assessment Update



Smarter Balanced Assessment Consortium

Interim Assessments

- Can be used throughout the year to gauge student progress toward mastery of the skills measured by the summative assessment and to assess targeted concepts at strategic points during the school year.
- Test items are not secure, and there are no restrictions on the number of times that teachers or students may access the assessments.
- Test items were developed simultaneously with the summative assessment items.
- Most test items will be machine scored. Short Text and Long Essay responses will be scored locally by teachers.



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Interim Assessments

- **Interim Comprehensive Assessments (ICA)** will mirror the summative assessment, using the same blueprint and requiring the same administration time.
- **Interim Assessment Blocks (IAB)** focus on a smaller set of skills and are designed to provide more targeted information about student performance for teachers. Approximately five to seven blocks per content area will be available for each grade.



Tentative Release Schedule for ELA and Mathematics Interim Assessments*

Assessment	Type	Date
Interim Comprehensive Assessment	Fixed	December 2014
Interim Assessment Blocks	Fixed	January 2015
Interim Comprehensive Assessment	Adaptive	September 2015
Interim Assessment Blocks	Adaptive	September 2015**

* Subject to change – Dependent upon operational test contractor

**Select adaptive assessment blocks may be released earlier



Reporting Update



Smarter Balanced Reporting

Mathematics

Summative Spring 2017

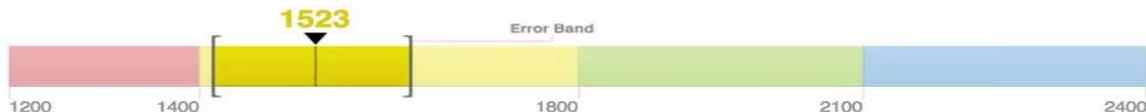
Effective Date: 5/15/2017

The scale, units, and cut-scores are illustrative and are expected to change. Score summaries will be revised in Summer 2014, and tailored by grade and subject in terms of the knowledge, skills, and processes that you have demonstrated you can do.

Overall Score

1523 **Partial Understanding**

Draft score summary: A student at Level 2 demonstrates **Partial Understanding of and ability to apply** the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.



π Concepts & Procedures

Below Standard

Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

 Problem Solving and Modeling & Data Analysis

At/Near Standard

Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

 Communicating Reasoning

Below Standard

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Accommodations

Jan used **without prior registration:**

Printed Stimuli / Items

Reporting System Overview

www.smarterbalanced.org/k-12-education/

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Practice Test Update



Updated Practice Tests

- Updated in May 2014
- Include additional universal tools, designated supports and accommodations not available in the previous version
- All language supports, including translated glossaries and stacked Spanish translation, are available on the mathematics Practice and Training Tests



Purpose of the Practice Tests

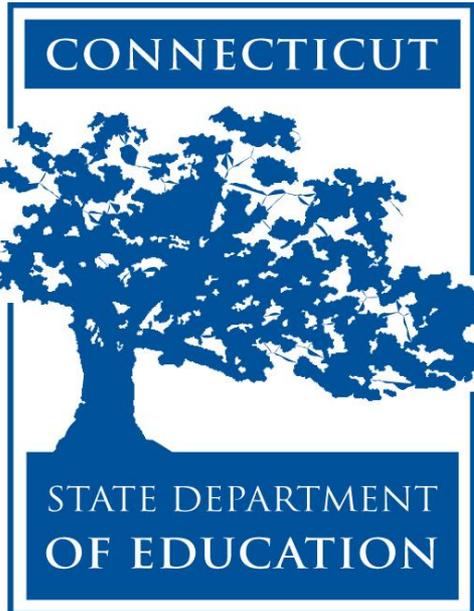
- Allows teachers, students, parents, and other interested parties to experience a full grade-level assessment
- Provides an opportunity for students to become familiar with the keyboard commands and embedded tools, supports, and accommodations
- Provides an opportunity for students who use assistive technology to test the functionality prior to testing



Practice Tests

- Grade-level scoring guides are available for download
- Important Limitations
 - The Practice Tests do not encompass the full range of content that students will encounter on the operational assessments in 2015, and should not be used to guide instructional decisions.
- Available on the Smarter Balanced and CSDE Web sites





Achieve - Student Assessment Inventory for School Districts

It is a tool district leaders can use to take stock of their assessments and assessment strategy, and do so from a student perspective. It supports a process by which districts evaluate the assessments students are taking and determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes.

The screenshot shows the Achieve website's navigation and content for the 'Student Assessment Inventory for School Districts'. The header includes the Achieve logo, a tagline 'All students should graduate from high school ready for college, careers and citizenship', and links for 'News Room' and 'Contact Us'. A navigation bar contains links for 'About Us', 'Our Agenda', 'Our Networks', 'Advocacy', 'Publications', and 'The States'. The main content area features a sidebar with a menu for 'Our Agenda' including 'College and Career Readiness', 'Standards', 'Achieving the Common Core', 'Graduation Requirements', 'Assessments', 'Student Assessment Inventory for School Districts', 'Measures that Matter', 'ADP Assessments', 'P-20 Data Systems', 'Accountability', and 'Sustainability'. The main content area is titled 'Student Assessment Inventory for School Districts' and includes a 'Printer-friendly version' link. It features a thumbnail of a document titled 'Student Assessment Inventory for School Districts' and a paragraph of text: 'Across the country, educators, parents and students are saying that there is too much testing in our schools and that testing is taking valuable time away from teaching and learning. These concerns are legitimate and merit attention. School district officials have the opportunity to respond to concerns about over-testing by leading a conversation among educators and the broader community that directly addresses the amount of testing - and points the way toward a more coherent, educationally-sound approach to assessment.' Below this is another paragraph: 'The Student Assessment Inventory for School Districts is a tool district leaders can use to take stock of their assessments and assessment strategy, and do so from a student perspective. The tool supports a process by which districts evaluate the assessments students are taking, determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes, and work to ensure that every district-mandated test is of high quality, is providing the information needed for specific school and district purposes, and is supported by structures and routines so that assessment results are actually used and action steps taken that will help students.' A final paragraph states: 'Achieve expresses its sincere gratitude to the many state and district leaders who have contributed their suggestions and feedback during the development of the assessment inventory. In particular, we thank the leaders of the Connecticut State Department of Education and leaders from eight Connecticut school districts that piloted use of the assessment inventory and provided substantial feedback.' To the right of the text is a box titled 'ADDITIONAL RESOURCES' containing a list of links: 'Student Assessment Inventory Overview PDF', 'Assessment Inventory Training Materials PowerPoint', 'Assessment Inventory training materials PDF', 'Student Achievement Partners Assessment Evaluation Tool', 'CCSSO Criteria for High-Quality Assessments Aligned to College and Career Readiness', and 'Webinar Recording'.

Achieve - Student Assessment Inventory for School Districts

- Taking stock and then taking action requires significant district commitment.
- The inventory tool is only one element of a thoughtful longer process that both engages productively with concerns about testing and leads to real changes in testing time.
- The inventory tool is a suggested template, but districts are free to modify the tool to better meet their needs.
- The inventory is not a one-time event. Districts should regularly re-examine their assessments in light of changing district needs and improvements in available assessments.
- Download Here: <http://www.achieve.org/assessmentinventory>



CSDE Website:
www.ct.gov/sde

Student Assessment

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