

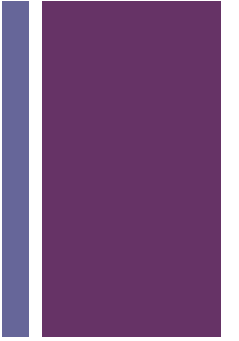


# Community Conversation



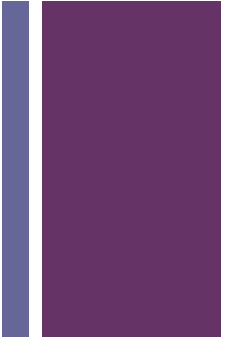
Smarter Balanced Assessments

# + Smarter Balanced Assessments



- administered in grades 3 - 8 and 11 during the spring of 2015
- new standards (Connecticut Core Standards) required a new test (Smarter Balanced Assessment)

+ A different kind of test...



# Smarter Balanced Practice Test

# + Individual Student Reports



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

Student Name: **Jonathan Doe**  
Grade: **05**  
Date of Birth: **05/20/2005**  
SASID: **1234567891**

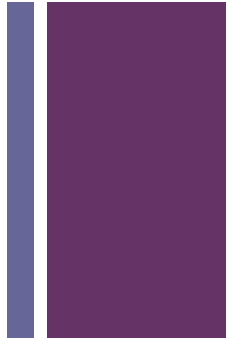
School: **Demo Elementary School**  
District: **Demo District**  
Test Date: **Spring 2015**

## Overall Results

Jonathan scored at Level 4 on the English language arts/Literacy test and scored at Level 3 on the Mathematics test.

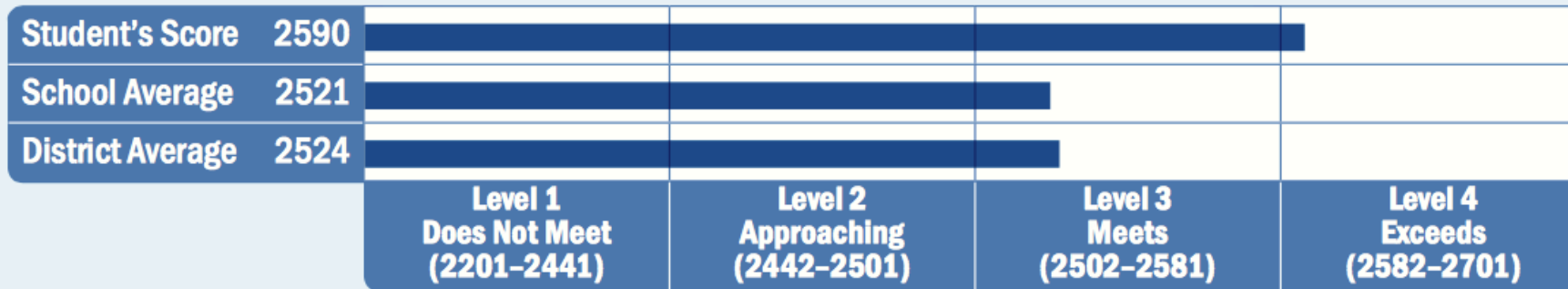
<b>ELA/Literacy</b>				✓
<b>Mathematics</b>			✓	
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>

# + Individual Student Reports



## Level 4: Exceeds the Achievement Level

Jonathan has **exceeded the achievement level** for English language arts and literacy expected for this grade. Students performing at this level are **demonstrating advanced progress toward mastery** of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.



A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 2580 and 2600.

### Areas of Knowledge and Skill

Reading



Above Standard

Writing



Above Standard

Listening



At/Near Standard

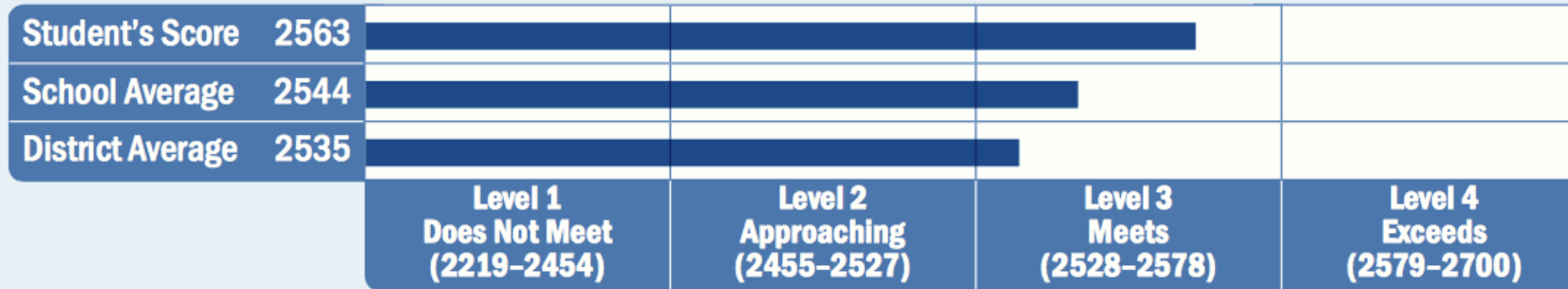
### Performance

# + Individual Student Reports



## Level 3: Meets the Achievement Level

Jonathan has **met the achievement level** for Mathematics expected for this grade. Students performing at this level are **demonstrating progress toward mastery** of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.



A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 2553 and 2573.

### Areas of Knowledge and Skill

### Performance

Concepts and Procedures



Above Standard

Problem Solving and  
Modeling & Data Analysis



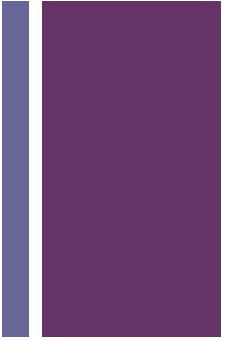
At/Near Standard

Communicating Reasoning



Above Standard

## + Multiple Sources of Evidence

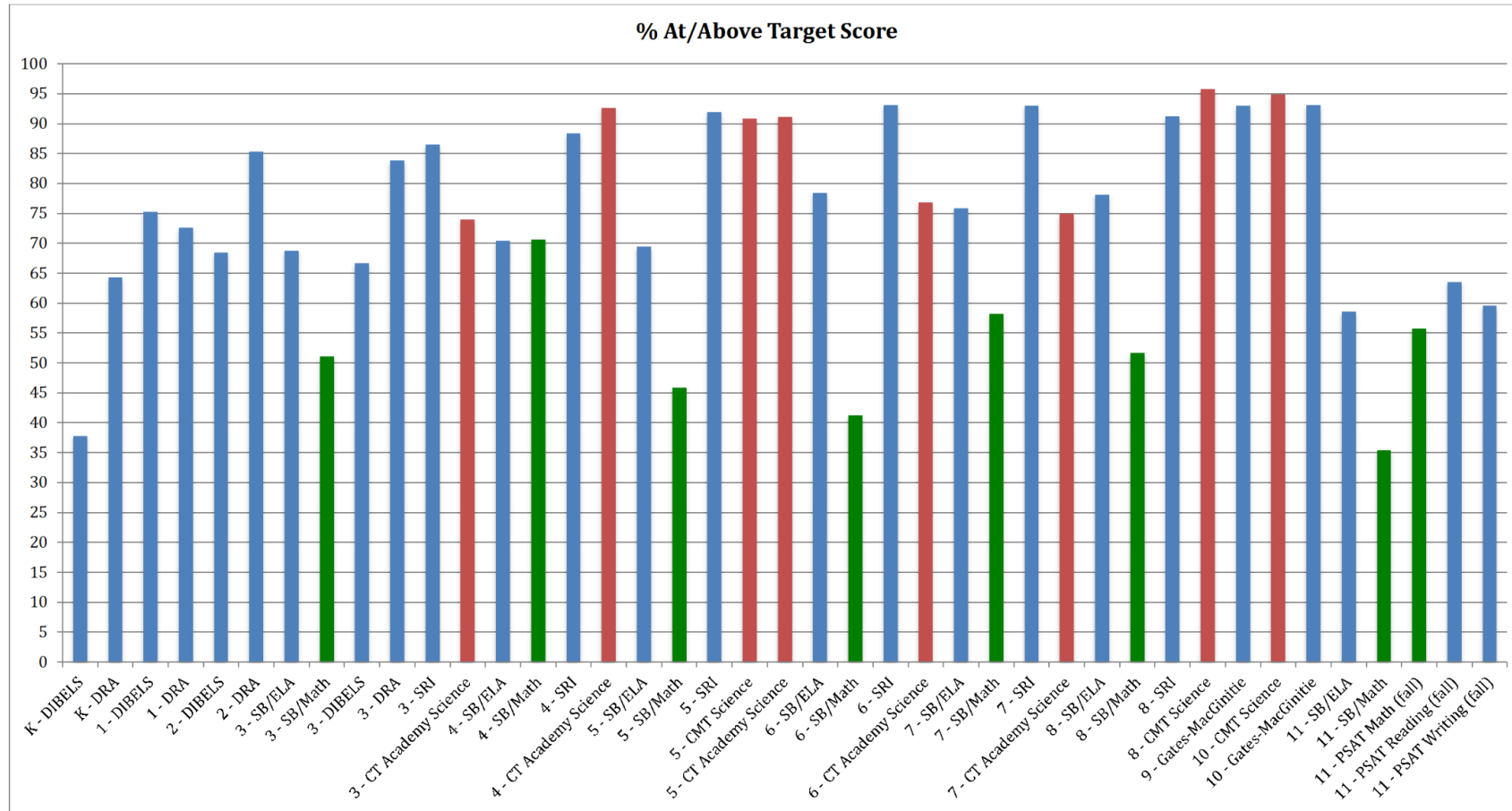


"Tests provide only partial evidence about performance; thus, they should be combined with other sources of evidence for decision-making: In drawing any conclusion or making any decision, test scores should always be used in conjunction with multiple sources of evidence about performance (AERA, APA, & NCME, 2014; NRC, 2007). Consequential decisions about a student, educator or a school should not be made only or primarily based on a single test score. Because a test score is not perfect and only tells part of the story, other relevant information (e.g., student work samples, course grades, course taking record, teacher observations, and other measures) should be included to place test scores in context and allow for a broader view of performance."

-Connecticut State Board of Education, Smarter Balanced Assessment Interpretive Guide



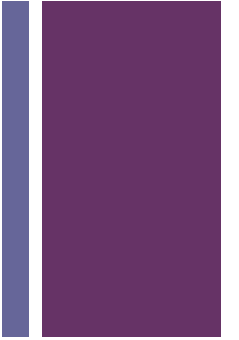
# The Bigger Picture







# Points of Note



- Old Saybrook student performance in English language arts (ELA) is well-aligned to the DIBELS universal screenings in grades 2 & 3; other English language arts assessments showed higher percentages of students meeting targets.
- In Old Saybrook Public Schools, the Smarter Balanced Assessment is the only universal measure of mathematical performance until the SAT.
- CT Academy Science Test results are predictive of Old Saybrook students' CMT and CAPT Science performance.



# Why are the mathematics scores lower than the English language arts scores?

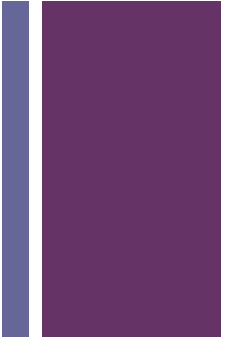


- Statewide and nationally, mathematics scores were generally lower than English language arts scores.

	<b>Percentage of Old Saybrook Students at Level 3 or 4</b>	<b>Percentage of Connecticut Students at Level 3 or 4</b>
English Language Arts	71.0%	49.6%
Mathematics	53.6%	48.0%

- Alternatively, we might ask why English language arts scores are higher than mathematics scores.

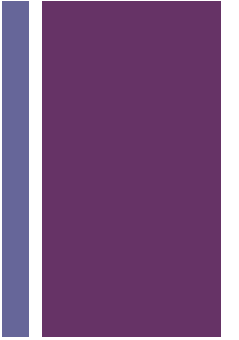
# + Significant Instructional Shifts



<b>English Language Arts Shifts</b>	<b>Mathematics Shifts</b>
1. Regular practice with complex text and academic language.	1. Focus strongly where the Standards focus.
2. Reading, writing and speaking grounded in evidence from text, both literary and informational.	2. Coherence: think across grades and link to major topics within grades.
3. Building knowledge through content-rich nonfiction.	3. Rigor: in major topics pursue: <ul style="list-style-type: none"><li>- conceptual understanding,</li><li>- procedural skill and fluency, and</li><li>- application with equal intensity.</li></ul>



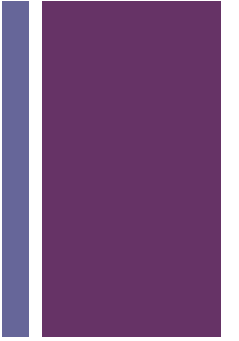
# Instructional Time and Assessment



- In most grades PK - 8, more instructional time is devoted to English language arts than to mathematics.
- Universal assessment of student skills in English language arts is conducted more than three times as often as it is in mathematics.
  - more assessment is not the answer, but ongoing, balanced monitoring of our programming and instruction is necessary
  - deeper understanding of students' current levels of performance in any area can lead to better planning and instruction through differentiation and personalization

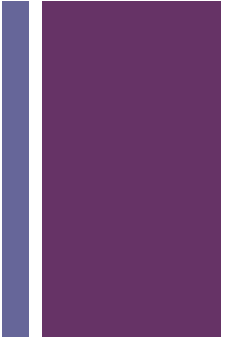


# Grade 11 scores are not aligned with scores in grades 3-8. Why?



- Grade 11 scores across Connecticut were not aligned with those in grades 3 – 8.
- Students in grade 11 had significantly less instruction aligned with the Connecticut Core Standards than students in grades 3 - 8. (The adoption of the Standards occurred in July of 2010, for gradual implementation.)
- The Connecticut State Department of Education recently voted to administer the SAT, rather than the Smarter Balanced Assessment, in grade 11. The first statewide administration of the SAT will be on March 2, 2016.

# + Missing Pieces That Matter

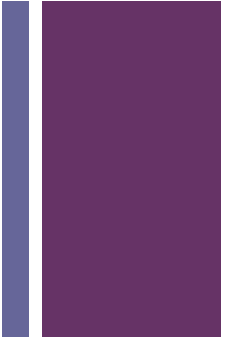


- student work samples
- diagnostic assessment information, including course tests and quizzes
- teacher observations of students' classroom performance
- longitudinal screening data

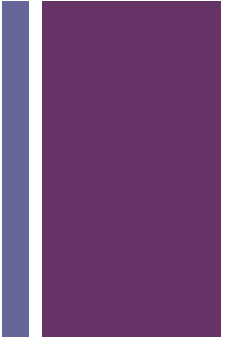
# + Where do we go from here?

Instructional changes:

- consideration of adoption of a research-based mathematics program, aligned to the Standards
- integration of content-area topics to maximize instructional time
- consideration of adoption of a K - 12 universal screening assessment in math and English language arts
- use of data, including classroom performance, work samples, and assessments to personalize and drive instruction




# + Where do we go from here?



Instructional coaching to support the significant shifts in both content and pedagogy.

- ongoing
- differentiated by grade level, team and individual needs
- targeted to focus on both the mathematical practice standards and the revised content





**Educational improvement is a  
constant cycle of taking stock of  
where we are and planning for the  
future.**

**Thank you for being part of the  
conversation!**