SBAC PERFORMANCE TASK MATH

RTI/PLC Institute
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Objectives

- Examine SBAC Math Performance Task and Scoring Rubric
- Identify implications for instruction
- Discuss how everyday classroom activities can help prepare students for CAT type questions

Smarter Balanced Assessments

- Computer Adapted Test (CAT)
- Performance Tasks
- Digital Library

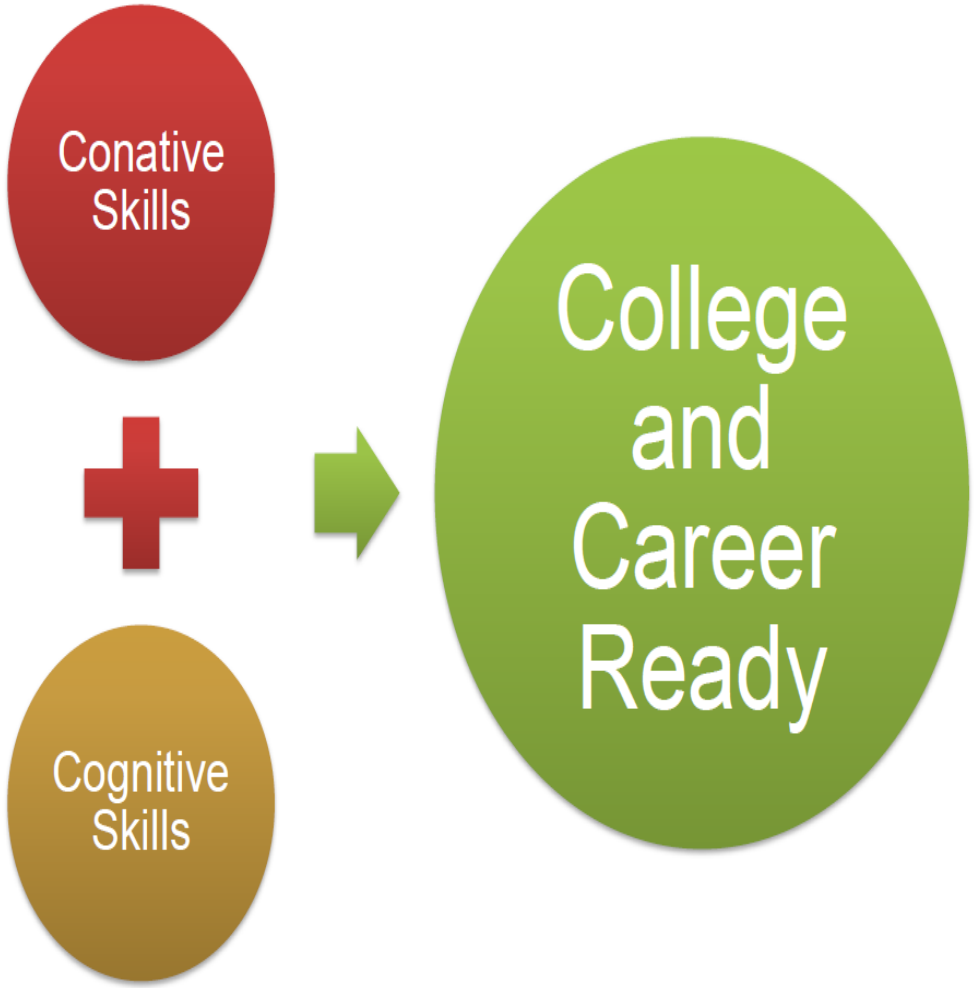
Estimated Testing Times for 2014 Field Test and 2015 Operational Assessment

Test Type	Grades	CAT	Perf. Task Only	Total	Class Activity	Total
English Language Arts	3-5	1:30		3:30		4:00
	6-8	1:30		3:30		4:00
	11	2:00		4:00		4:30
Mathematics	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00
COMBINED	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

Times are estimates of test length for most students. Smarter Balanced assessments are designed as untimed tests; some students may need and should be afforded more time than shown in this table.

Smarter Balanced Assessment Consortium

Learning shifts require instructional shifts…



College and Career Ready: Cognitive Skills and Processes

- Generating conclusions
- Identifying common logical errors
- Presenting and supporting claims
- **Navigating Digital Sources**
- Problem solving
- Decision making
- Experimenting
- Investigating
- Identifying basic relationships
- **Generating mental models**

College and Career Ready: Conative Skills and Processes

- Becoming aware of the power of interpretation
- Cultivating a growth mindset
- Cultivating resiliency
- Avoiding negative thinking
- Taking various perspectives
- Interacting responsibly
- Handling controversy and conflict resolution

Grouping the practice standards

1. Make sense of problems and persevere in solving them
6. Attend to precision

2. Reason abstractly and quantitatively

3. Construct viable arguments and critique the reasoning of others

Reasoning and explaining

4. Model with mathematics

5. Use appropriate tools strategically

Modeling and using tools

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Seeing structure and generalizing

Smarter Balanced ECD - Claims

Claim #1 – Concepts & Procedures

The student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim #2 – Problem Solving

The student can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

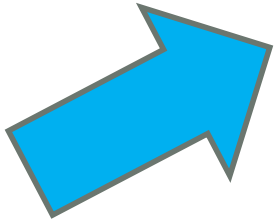
Claim #3 – Communicating Reasoning

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

Claim #4 – Modeling and Data Analysis

The student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Claim 4 – Modeling and Data Analysis



- **Performance Tasks** ,Constructed Response and Selected Response Items
- Real world problems
- Draw upon knowledge and skills articulated in the progression of standards up to the grade being assessed
- Relevant verbs include:
  - model, construct, compare, investigate, build, interpret, estimate, analyze, summarize, represent, solve, evaluate, extend, and apply

Components of the Performance Task

- Classroom Activity- Performance Task Classroom Interaction
- Performance Task- computer portion

Activity #1

- Look over the classroom activity and the computer component of the Performance Task.
- What are some of the cognitive and conative strategies that will be necessary for students to ensure success on assessment.’
- We will share out when the groups is finished.

Activity #2

- With a partner or small group, discuss how your classroom instruction and the work of your students will change to prepare students for CCSS and the Performance Assessment.