ELA Smarter Balanced Assessment – What We are Learning

Part 2 – A Deeper Look

2015 Eastern Washington Education Conference
Orchestrating Student Success

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Learning Goals

- Understand how to use the Digital Library effectively and efficiently
- Understand how to get the most from the Interim assessments
- Understand how the Interims and the Digital Library work together
How to use the Digital Library effectively and efficiently

PROFESSIONAL LEARNING RESOURCES:

- PLCs
- Staff Trainings
- Staff Workshops
- Additional support for self-growth, research/professional development

INSTRUCTIONAL RESOURCES:

- Full Lessons and Units
- Additional support for specific skills
## 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

### Educational 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
Assessment Literacy Modules

Clarifying Intended Learning In The Formative Assessment Process: Grades K-2
How does developing a clear understanding of learning goals in partnership with early elementary students improve their achievement? In...

Eliciting Evidence in the Formative Assessment Process: Grades K–2
How does collecting evidence of student learning in partnership with primary/early elementary students improve their achievement? In this...

Acting on Evidence in the Formative Assessment Process: Grades K–2
How does making evidence-based decisions with primary/early elementary students improve their achievement? In this module, educators learn...

Interpreting Evidence in the Formative Assessment Process: Grades K–2
How does analyzing evidence of student learning with primary/early elementary students improve their achievement? In this module, educators...
Exemplar Instructional Modules

**Analyze the Interaction of Central Ideas in a Text: Act**

This 15-minute module focuses on students acting on evidence of their own understanding of the way central ideas interact and build on each other.

**Subjects:** ELA - Reading Informational Text  
**Grades:** Grade 11, Grade 12

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**Analyze the Interaction of Central Ideas in a Text: Clarify**

This 15-minute module features Anna Baldwin clarifying how central ideas interact and build upon one another in a complex text by reviewing.

**Subjects:** ELA - Reading Informational Text  
**Grades:** Grade 11, Grade 12

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**Analyze the Interaction of Central Ideas in a Text: Elicit**

This 15-minute module features Anna Baldwin eliciting evidence of students' understanding of how central ideas in a complex text interact.

**Subjects:** ELA - Reading Informational Text  
**Grades:** Grade 11, Grade 12

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**Analyze the Interaction of Central Ideas in a Text: Interpret**

This 15-minute module features Anna Baldwin and her students interpreting evidence. The video footage shows students, with the teacher's guidance, engaging in the analysis of a complex text.

**Subjects:** ELA - Reading Informational Text  
**Grades:** Grade 11, Grade 12
To Print or Not to Print; e-Reader Is the Question

This resource covers the debate between print and digital texts, argumentative writing tasks, and student reflection through interpreting...

Subjects: ELA - Reading Informational Text, ELA - Writing, ELA - Language
Grades: Grade 8
Media Types: Document

Making Grammar Fun with I movies

After several weeks of daily review of the 8 parts of speech, in which students took notes on the parts of speech and viewed grammar videos...

Subjects: ELA - Language
Grades: Grade 8, Grade 9
Media Types: Document
Digital Library Spotlight Forums:
In addition to resources, Smarter Balanced occasionally offers webinars on topics facilitated by national experts and innovative practitioners. Watch live and chat with the authors OR view the recorded version and join conversations through the collaboration tab.

PREVIOUS TOPICS

• Using Learning Progressions to Formatively Assess Students’ Ability to Analyze Arguments

• Using a Learning Progression to Formatively Assess the Concept of Slope

UPCOMING WEBINARS FOR FALL/EARLY WINTER

• Accessibility (3 webinars)

• ISAAP tool (2 webinars)

• Illustrative Mathematics (3 webinars)

• ELA Webinars (TBD)
How will you use the DL?

Assessment Literacy Modules

Exemplar Instructional Modules

Educational Resources
How to get the most from the Interim assessments

- Accessing the materials
- Thoughtful planning and scheduling
- Training for hand scoring
- Reading the interim score reports
- Using the data to inform instruction
ELA hand scoring training documents are also located here.

Interim Classroom Activities

Hand Scoring

Score Reports

Interim Tests

Manuals
What do the different Interims have to offer?

**As a reminder...**

**INTERIM COMPREHENSIVE ASSESSMENT**
ICA
Matches the summative blueprint
- assess the same range of standards
- provide scores on the same scale

Provides teachers with information on a student’s
- general areas of strength or need
- readiness for the end-of-year summative assessment

**INTERIM ASSESSMENT BLOCKS**
IABS
Short, focused sets of items that measure several assessment targets
- Five to seventeen blockers per subject per grade
- Focus on smaller sets of related concepts

Provides teacher with
- Information about a student’s strengths or needs
- more detailed information for instructional purposes
Thoughtful planning and scheduling: Activity

What do I need to know about my students?

Which interim will give me that data?

When would this information be helpful?

How will I use the data?

How long will scoring training take and who should be involved?
# ELA Comprehensive Interim - Estimated Time

<table>
<thead>
<tr>
<th>Content</th>
<th>Response Type</th>
<th>Estimated Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Adaptive Test (CAT)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Lit</td>
<td>Mostly machine scored, a few hand scored</td>
<td>2 hours</td>
</tr>
<tr>
<td>Reading Info</td>
<td>Mostly machine scored, a few hand scored</td>
<td></td>
</tr>
<tr>
<td>Brief Write</td>
<td>All hand scored</td>
<td></td>
</tr>
<tr>
<td>Edit/Revise</td>
<td>All machine scored</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>All machine scored</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>All machine scored</td>
<td></td>
</tr>
<tr>
<td>Performance Task (PT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>***Classroom Activity</td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td>Part 1: Research</td>
<td>All machine scored</td>
<td>30 min</td>
</tr>
<tr>
<td>Part 2: Full Write</td>
<td>Hand scored</td>
<td>1 1/2 –2 hours</td>
</tr>
</tbody>
</table>

*Estimated time is based on 1–2 minutes to answer a MC question and up to 5 minutes to answer a constructed response. Plus time to read stimulus/sources.

**Currently this portion of the assessment is non-adaptive, but it is equivalent to the CAT portion on the summative assessment.

***Located in TIDE- Administered prior to students taking the PT
## ELA Interim Blocks- Estimated time

<table>
<thead>
<tr>
<th>ELA Block</th>
<th>Number of Items</th>
<th>Response Type</th>
<th>Estimated Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Lit</td>
<td>13–15</td>
<td>Mostly machine scored, a few hand scored</td>
<td>45 min–1 hour</td>
</tr>
<tr>
<td>Reading Info</td>
<td>14–16</td>
<td>Mostly machine scored, a few hand scored</td>
<td>45 min–1 hour</td>
</tr>
<tr>
<td>Brief Write</td>
<td>6 brief writing tasks</td>
<td>All hand scored</td>
<td>45 min–1 hour</td>
</tr>
<tr>
<td>Edit/Revise</td>
<td>13–16</td>
<td>All machine scored</td>
<td>30 min</td>
</tr>
<tr>
<td>Listening</td>
<td>14–16</td>
<td>All machine scored</td>
<td>30 min</td>
</tr>
<tr>
<td>Research</td>
<td>17–18</td>
<td>All machine scored</td>
<td>30 min</td>
</tr>
<tr>
<td>Performance Task</td>
<td>2–3 research items plus 1 full write</td>
<td>Mostly hand-scored</td>
<td>1–2 hours, including 30 minutes for the classroom activity.</td>
</tr>
</tbody>
</table>

*Estimated time is based on 1–2 minutes to answer a MC question and up to 5 to answer a constructed response. Plus time to read stimulus/sources.

Where are the hand scored items?

<table>
<thead>
<tr>
<th>ICA or IAB</th>
<th>Number of Hand Scored Items</th>
<th>Response Type</th>
<th>Estimated Teacher Training Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Lit</td>
<td>1–2</td>
<td>Short-text</td>
<td>45 min–1 hour</td>
</tr>
<tr>
<td>Reading Info</td>
<td>1–2</td>
<td>Short-text</td>
<td>45 min–1 hour</td>
</tr>
<tr>
<td>Brief Write</td>
<td>6</td>
<td>Brief write tasks</td>
<td>45 min–1 hour</td>
</tr>
<tr>
<td>Performance Tasks</td>
<td>2– research items plus 1 full-write</td>
<td>2-3 short-text and 1 full-write essay</td>
<td>1–2 hours</td>
</tr>
</tbody>
</table>

*Estimated time is based on teachers reading through the materials, practicing scoring the Prep set, and scoring the Check set on their own. This can be done in a PLC or individually.
Each item number has a TG (Training Guide) and an EX (Exemplar Set)
Training for Hand Scoring

TRAINING GUIDE

- Instructions
- Stimulus
- Item stem
- Rubric
- Condition Code
- Claim and Target chart

EXEMPLAR SET

- Prep Set
  - Scored responses
  - Scoring comments (annotations)
- Check Set
  - Scores and comments located on a key
  - Used for practice and calibration
Directions for Using the Teacher Hand Scoring Materials for Claim 2 Brief Write Items

Student constructed response items from the Smarter Balanced interim assessments will be hand scored by local educators. This document provides educators with directions to prepare for this activity.

Training Guide

The Training Guide for brief writes contain a preamble, stimulus, item stem, target-specific rubric, condition code document, and target chart.
- Start by reading the preamble, stimulus, and the accompanying item stem.
- Some stimuli for elaboration includes student notes that students use to develop a response.
- Examine the target-specific rubric and rationale for each 2, 1, and 0 score points.
- Review the condition code document to better understand how to score unusual responses.
- Having completed these steps, you are now ready to look at examples of student responses.
- A target chart is provided to support better understanding of all targets in Claim 2.

Exemplar

A document containing a prep set, a check set, and the key for scoring the check set can be found using the Exemplar tab.

The prep set is provided to help the scorer understand how the rubric and scored papers align.
- The prep set contains examples of student responses and, when available, scoring comments. Responses are ordered high to low for score points 2, 1, and 0. Prep sets were made using anchor papers when available.

The check set contains randomly ordered exemplar student responses without scores or scoring comments.
- The check set is an opportunity for the scorer to practice accurate scoring.
- The score points and scoring comments for the check set can be found in the key.

Each set contains approximately 10 examples of student responses.
- Each example student response includes a metadata table indicating the claim, target, and other item-specific information.
- Examples of student responses are authentic, including original spelling, grammar, and punctuation.

By viewing the Training Guide and practicing using both the prep and check sets, educators are qualified to begin scoring assigned student responses.

Training Guide Glossary

Preamble - A lead-in to set up the audience and purpose of the stimulus
Stimulus - Student models of brief, incomplete writing drafts developed by item writers. Stimuli model authentic student writing for each grade-level.
Item Stem - A target focused statement promoting students to add an introduction, conclusion, or evidence/elaboration to the provided stimulus.

*These ODE-developed scoring materials are to be used for teacher training prior to scoring ELA student responses from the Smarter Balanced interim assessments. While these materials may be downloaded and printed, they should be used only for classroom, building, or district-level training. These materials should not be posted or distributed to teachers or others not involved in training or scoring the interim assessments.
A Hands On Look at the Training Materials

TRAINING GUIDE

EXEMPLAR SET
Performance data will be available in ORS when students have completed the assessment items and the hand-scoring portion results have been entered into the Teacher Scoring System.

- ICA reports will be the same as summative

- IABs will report out by block
ICA Score Reports

**Legend: Blocks Performance Categories**
- !: Below Standard
- -: At/Near Standard
- ✓: Above Standard

<table>
<thead>
<tr>
<th>SSID</th>
<th>Scale Score</th>
<th>Achievement Level</th>
<th>Reading Performance Level</th>
<th>Writing Performance Level</th>
<th>Research/Inquiry Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>9727340</td>
<td>2408±25</td>
<td>2</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>8822180</td>
<td>2485±23</td>
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<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>9829950</td>
<td>2517±28</td>
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<td><img src="image8.png" alt="Image" /></td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
<tr>
<td>9523260</td>
<td>2422±25</td>
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<td><img src="image12.png" alt="Image" /></td>
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<tr>
<td>4346355</td>
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<td>4</td>
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<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**Scale Score and Overall Performance**
- Level 4: The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.
- Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.
- Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.
- Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

**Student Performance on Standards**

<table>
<thead>
<tr>
<th>Claim</th>
<th>Performance</th>
<th>Claim Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>✓</td>
<td>Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>✓</td>
<td>Student can employ effective speaking and listening skills for a range of purposes and audiences.</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.</td>
</tr>
<tr>
<td>Research/Inquiry</td>
<td></td>
<td>Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</td>
</tr>
</tbody>
</table>
How the Interims and the Digital Library work together

Scenario: Student Beth

Beth’s Summative or ICA score indicated she was below standard in Reading.

Beth’s teacher administered the IAB for Read Informational Text and Read Literary Text.

Beth scored at or near grade level for literary text.

Beth scored below level for informational text.

Based on that information, Beth’s teacher found the following resources in the Digital Library for additional support.
Finding the Main Idea in an Informational Passage

I view this formative assessment as an easy introductory lesson on finding the main idea that can be done at any grade level because you instructional grade level. (The passage can be multiple paragraphs.) When I taught this, I students who were in the lowest reading group were students with special needs. I also had a Skills Series Level C (below Fifth grade level) for variety of single paragraph informational paragraphs sentence by sentence that students could work on and see the difference.
Another Example:

https://www.smarterbalancedlibrary.org/content/crafting-curriculum-embedded-performance-task

Performance Task:
Use in a PLC or in your classroom:
• A video
• A PDF of a lesson plan, including questions, techniques, and sources for students to access.

Summary
Crafting a Curriculum-Embedded Performance Task is a video tutorial and sample task that teaches educators how to create an English Language Arts Performance Task for their classrooms. Topics addressed in the video are: the purpose of Performance Tasks, crafting guiding questions and task descriptions, analyzing task content and skills, introducing other components of curriculum-embedded tasks (such as mini tasks, standards, stimuli, and discussion questions), assessing Performance Tasks, recommendations for professional learning, and additional resources. The third grade curriculum-embedded Performance Task includes six mini tasks, as well as a final task, that asks students to write an informational article about the survival features of a particular ocean animal.

ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS

- Clarify Intended Learning
- Elicit Evidence
- Interpret Evidence
- Act on Evidence
Last Thoughts....

THSS hand scoring materials will become easier to use as you learn how to score

Use THSS materials for professional development

The Digital Library continues to grow and provides useful resources

Interim Assessments will continue to evolve
Thank You!

- Beth Simpson English Language Arts Assessment Specialist
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- Cindy Knisely English Language Arts Assessment Specialist (Until August 26)
  Cynthia.knisely@k12.wa.us

- Terese Otto ELA Support Staff Terese.otto@k12.wa.us