ELA Smarter Balanced Assessment – What We are Learning

Part 1 – An Overview

Beth Simpson
ELA Assessment Specialist- OSPI
SB Digital Library State Lead

Cindy Knisely
ELA Assessment Specialist – OSPI
SB ELA Advisory Board

2015 Eastern Washington Education Conference
Orchestrating Student Success
Today’s Learning Goals

Understand how the Smarter Balanced system impacts instructional practices
Understand the purpose of the Digital Library and how to navigate resources
Understand that formative assessment is a Process/Practice, not a worksheet or test
Understand the purpose of Comprehensive Interims and Block Interims
  ◦ how to access and use Teacher Hand Scoring materials
  ◦ how to access and use interim reporting
Understand how to use the Summative feedback to inform instruction
  ◦ How to access and interpret score reports
What have we learned? A system

We have learned that using a comprehensive assessment system provides year long resources that impact instruction and learning.
Components of the Smarter Balanced Assessment System

- Summative
- Interim
- Formative
A Balanced Assessment System

Common Core State Standards specify K-12 expectations for college and career readiness

Summative: College and career readiness assessments for accountability

Teachers and schools have information and tools they need to improve teaching and learning

Interim: Flexible and open assessments, used for actionable feedback

All students leave high school college and career ready

Formative resources: Digital Library with instructional and professional learning resources for educators to improve instruction
The Digital Library

USING FORMATIVE ASSESSMENT WITH CCSS ALIGNED RESOURCES
What have we learned? New Resources

We have learned that the Digital Library is a educator friendly tool that gives us access to a plethora of resources built on the foundation of formative assessment practices.
Definition of Formative Assessment

Formative Assessment is a

- deliberate process
- used by teachers and students during instruction
- provides actionable feedback
- used to adjust ongoing teaching and learning strategies
- improves students’ attainment of curricular learning targets/goals.

https://www.smarterbalancedlibrary.org/content/why-formative-assessment
## 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
Examples of Each Type of Resource Will be Shared in Part II
What Is the Digital Library?

Non-Examples

Not an assessment bank

Not a learning management system where educators can register for training or receive credit by completing specific online courses

Not a library for the general public (the library will require registration and login)

Not a site where any resource can automatically be posted: all resources must be vetted through the Quality Criteria.
Four Attributes of the Formative Assessment Process

- Clarify Intended Learning
- Elicit Evidence
- Act on Evidence
- Interpret Evidence
Quality Criteria for Professional Learning Resources

The resource...

1) Reflects research and/or the principles of effective professional learning
2) Incorporates formative assessment practices
3) Supports learner differences and personalized learning
4) Demonstrates utility, engagement, and user-friendliness
5) Integrates technology and media effectively
Quality Criteria for **Instructional Resources**

<table>
<thead>
<tr>
<th>The resource…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Aligns with the intent of the Common Core State Standards</td>
</tr>
<tr>
<td>2) Incorporates formative assessment practices</td>
</tr>
<tr>
<td>3) Contains accurate, complete, high-quality curriculum and instruction</td>
</tr>
<tr>
<td>4) Supports learner differences and personalized learning</td>
</tr>
<tr>
<td>5) Demonstrates utility, engagement, and user-friendliness</td>
</tr>
<tr>
<td>6) Integrates technology and media effectively</td>
</tr>
</tbody>
</table>
Digital Library Functionality

- Enable trained educators (SNEs and SLTs) to submit, review, and publish resources.
- Allow educators to view, download, and rate resources.
- Use state-of-the-art tagging and search to quickly find resources by CCSS and other topics.
- Enable educators from across the Consortium to collaborate and share their knowledge.
- Facilitate access to resources that are stored in participating libraries.
Digital Library: Collaboration

Be aware this is a public site. You are participating as an employee of your district or institution.

Have you used this resource? If so, please take a moment to review it. ⭐️⭐️⭐️ 11 reviewers

3 Topics: Sort by: Most Recent Activity  ⚪️ Participants (67)

Use & Implementation
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin a.
Started by: Ingrid Sapien | Latest reply: John Doe Nov 3rd 2013 10:00 am

Suggested revisions
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin a.
Started by Ingrid Sapien | Latest reply by Sarah Williams Nov 3rd 2013 10:00 am

Lorem Ipsum Dolor Sit Amet
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin a.
Started by John Doe | Latest reply by Sarah Williams Oct 31st 2013 5:00 pm

22 REPLIES
2 REPLIES
2 REPLIES
Consistent use of these formative strategies can double the speed of student learning.

DYLAN WILIAM
Questions and Comments

Share something you learned or are wondering
Interims
What have we learned?

We have learned the differences between the **Comprehensive and Block Interims**, when they might be most useful, how to administer and score, and what information we can expect.
What are the Interim Assessments?

Interim Assessments

Interim Comprehensive Assessment (ICA)

Interim Assessment Blocks (IAB)
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 blocks 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
Interim Assessment Design Principles

ICAs and IABs are available at grades 3, 4, 5, 6, 7, 8, and high school. Administration is not constrained by grade level.

A fifth grade ICA/IAB can be administered to grades above or below fifth grade.

High school

- ICAs are constructed consistent with grade 11 summative blueprints
- IBAs are constructed to focus on content that would be appropriate across grade levels
- ICAs and IBAs can be used at grades 9, 10, 11, and/or 12
## IABs

### ELA/Literacy Interim Assessment Blocks

<table>
<thead>
<tr>
<th>Grades 3–5</th>
<th>Grades 6–8</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Literary Texts</td>
<td>Read Literary Texts</td>
<td>Read Literary Texts</td>
</tr>
<tr>
<td>Read Informational Texts</td>
<td>Read Informational Texts</td>
<td>Read Informational Texts</td>
</tr>
<tr>
<td>Edit/Revise</td>
<td>Edit/Revise</td>
<td>Edit/Revise</td>
</tr>
<tr>
<td>Brief Writes</td>
<td>Brief Writes</td>
<td>Brief Writes</td>
</tr>
<tr>
<td>Listen/Interpret</td>
<td>Listen/Interpret</td>
<td>Listen/Interpret</td>
</tr>
<tr>
<td>Research</td>
<td>Research</td>
<td>Research</td>
</tr>
<tr>
<td>Narrative Performance Task&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Narrative Performance Task&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Explanatory Performance Task&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Informational Performance Task&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Explanatory Performance Task&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Argument Performance Task&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Opinion Performance Task&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Argument Performance Task&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

1. This is a full performance task as students experience in the summative assessment.

Hand scoring required
Interim Assessment Scoring

Interim assessments will have the same item types as summative
- Multiple Choice and Hot Text will be machine scored
- Hand scoring will be a local (school/classroom) responsibility
- Rubrics and training will be provided
Summary of Interim Use

Can be administered at any time during the school year

Delivered online, not currently adaptive.
  ◦ Fixed forms with the intent to become adaptive
  ◦ Due to the limited bank, ICAs and IABs administered more than once may be exposed to the same items.

Will include performance tasks

Will be fully accessible for instruction and professional development (non-secure)

Are available all year and used at teacher’s discretion

Adhere to Usability, Accessibility, and Accommodations Guidelines
Scoring Interims

IN THSS AND ACCESSING MATERIALS PRIOR IN TIDE
Training for Scoring also in TIDE

1. Choose an item
2. Open the Training Guide (TG) and the Exemplar (EX) for that item
3. Explore
4. Share

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Interim Assessments – Part II Showcase

• THSS materials
  • Location
  • Mini-Activity looking at and scoring interim items.

• How to read ICA and IAB reports—Tie them back to classroom practice—activity with DL resources.
“Think About” Questions

When would you use the ICA?
When would you use the IAB?
Do you need to use both?
Accessing Scores for Interims
ORS Interface

Welcome to the Online Reporting System
What are you interested in viewing?

Select
Puyallup School District (27003)

To view Participation Reports, click here: Plan and Manage Testing

To view Score Reports, click here: Score Reports

Select the District/School

View which students have completed or need to complete testing.

View Summative, ICA and IAB Scores

Washington Comprehensive Assessment Program
Tel 1.844.560.7366
wahelpdesk@air.org
Viewing Interim Score Reports

ICA/IAB

Performance data will be displayed when students have completed the assessment AND the hand-scoring portion results have been entered into the Teacher Scoring System.
IAB Reports - Legend

This is the same color coding as the Claim reporting, but now contains symbols.
### IAB Block Reports

**Percentage in Each Block Achievement Category**
Smarter Interim Assessment Blocks ELA/Literacy Grade 8 Test for Students in

**Breakdown By:** ALL

**Comparison:** ON

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Students Tested at Least One Block</th>
<th>Number of Students Tested</th>
<th>Percentage in Each Block Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>10794</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ELA/Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Literary Texts</td>
<td>1173</td>
<td>22 48 31</td>
</tr>
<tr>
<td></td>
<td>Read Informational Texts</td>
<td>2383</td>
<td>12 47 41</td>
</tr>
<tr>
<td></td>
<td>Edit/Revise</td>
<td>5581</td>
<td>20 58 22</td>
</tr>
<tr>
<td></td>
<td>Brief Writings</td>
<td>39</td>
<td>50 50</td>
</tr>
<tr>
<td></td>
<td>Listen/Interpret</td>
<td>3552</td>
<td>19 61 20</td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td>2945</td>
<td>21 48 31</td>
</tr>
<tr>
<td></td>
<td>Argument Performance Task</td>
<td>271</td>
<td>26 47 17</td>
</tr>
</tbody>
</table>
IAB Reports also show the breakdown by student.
Summative Assessment
What have we learned?

We have learned that our students are up for the challenge and the data we receive from the *summative assessment* benefits us as educators.
Viewing Summative Score Reports

Summative

Performance data will be displayed when students complete both scored components, schools have submitted the scores, and the hand-scoring portion results have been processed. – approximately 3 weeks after the last test for that grade level is submitted.
### Home Page Dashboard

#### Select Test and Year

**Test:** Smarter Summative

**Administration:** 2014-2015

- Scores for students who were mine at the end of the selected administration
- Scores for my current students
- Scores for students who were mine when they tested during the selected administration

#### Select

- Washington

Select a district and then click on a grade and subject to view more information.

### Number of Students Tested and Percent of Students Proficient for Students in Washington, 2014-2015

#### ELA/Literacy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students Tested</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>29271</td>
<td>51%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>5841</td>
<td>57%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>3450</td>
<td>64%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>4465</td>
<td>49%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>3106</td>
<td>47%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>4432</td>
<td>58%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>6348</td>
<td>08%</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students Tested</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>10558</td>
<td>50%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>2665</td>
<td>51%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>1945</td>
<td>43%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>34</td>
<td>18%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>1540</td>
<td>37%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>887</td>
<td>41%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>54</td>
<td>56%</td>
</tr>
</tbody>
</table>
Legends for Summative

By Proficiency Level
for ELA and math

By Claim Level

By Target
Example of a Detailed Score Report - Summative

The Breakdown By menu:
- Enrolled Grade
- Ethnicity
- IDEA
- Limited English Proficiency
- 504
- Sex

![Sample Subject Detail Report](image)

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Students</th>
<th>Average Scale Score</th>
<th>Percent Proficient</th>
<th>Percentage in Each Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
<td>225,500</td>
<td>2540 ±5</td>
<td>70%</td>
<td>14  16  49  21</td>
</tr>
<tr>
<td>Demo District A</td>
<td>5,885</td>
<td>2535 ±5</td>
<td>86%</td>
<td>8   24  52  16</td>
</tr>
<tr>
<td>Demo School 1</td>
<td>500</td>
<td>2540 ±5</td>
<td>70%</td>
<td>11  19  54  16</td>
</tr>
<tr>
<td>Demo School 2</td>
<td>600</td>
<td>2450 ±5</td>
<td>66%</td>
<td>14  20  49  17</td>
</tr>
</tbody>
</table>

Elaboration Menu
Elaboration Menu
### Score Report by Claim for Teacher

#### Average Scale Score, Percent Proficient and Percentage in Each Claims Achievement Category

**Smarter Summative ELA/Literacy Grade 3 Test for Students in Ferndale School District**

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Students</th>
<th>Average Scale Score</th>
<th>Percent Proficient</th>
<th>ELA/Literacy</th>
<th>Percentage in Each Claims Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>29271</td>
<td>2432 ±1</td>
<td>51</td>
<td><strong>Reading</strong></td>
<td>30 42 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Listening and Speaking</strong></td>
<td>18 60 22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Writing</strong></td>
<td>26 47 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Research/Inquiry</strong></td>
<td>23 51 26</td>
</tr>
<tr>
<td></td>
<td>103</td>
<td>2410 ±8</td>
<td>45</td>
<td><strong>Reading</strong></td>
<td>33 51 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Listening and Speaking</strong></td>
<td>23 59 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Writing</strong></td>
<td>22 63 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Research/Inquiry</strong></td>
<td>26 59 15</td>
</tr>
</tbody>
</table>

**Legend:**
- %Below Standard
- %At/Near Standard
- %Above Standard

---

[Image: Score Report by Claim for Teacher](image_url)
Summative - Targets

Performance on each target—Once ICAs are adaptive it should be at this level

<table>
<thead>
<tr>
<th>Target</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>(Informational Text) KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented.</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Informational Text) CENTRAL IDEAS: Identify or summarize central ideas/key events, or procedures and details that support them.</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Informational Text) WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary)</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Informational Text) REASONING &amp; EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author's point of view, ideas and supporting details, relationships)</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause effect, integrate information)</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Informational Text) TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Informational Text) LANGUAGE USE: Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Literary Text) KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Literary Text) CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary)</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Literary Text) REASONING &amp; EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings; point of view, author's lesson or message</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify or compare relationships across texts (e.g., literary elements, problem solution, theme)</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Literary Text) TEXT STRUCTURES &amp; FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information</td>
<td>![Icon]</td>
</tr>
<tr>
<td>(Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context</td>
<td>![Icon]</td>
</tr>
</tbody>
</table>

Listening and Speaking

LISTEN/INTERPRET: Interpret and use information delivered orally or visually | ![Icon] |

Writing
Coming Soon....

As students take tests, Trend Reports will be available.

Figure 23. Sample District Trend Report
Reporting of Scores: Hard Copy ELA
Things to Consider:

ORS data is preliminary and may not be used for accountability purposes.
Reporting my adjust next year to accommodate the adaptive nature of the test.
Hard copy reports will be printed by AIR and shipped to districts for distribution to families – ONE hard copy per test, per student
  ◦ Delivery estimated September 7-9
  ◦ Later this year than in future years due to standard setting for EOCs
Success Criteria

I know what the purpose of the Digital Library is and what type of resources are available

I know the difference between the two interim assessment types

I know where to access scoring information for the interim assessments

I have a better understanding of the different reports available and how to read each
Resources
Where and how to access... everything!

(TA is you!)

http://wa.portal.airast.org/
Getting Behind the Test Administrator Locked Doors

TA Access gets you into any of the locked options.
Practice Resources

Practice Test
- All item types and Performance Tasks
- Available to all on Web since May 2014
- Updated periodically with new features

Training Test
- Shorter than Practice Test
- Trains students on features and tools

Use Mozilla Firefox browser

http://www.smarterbalanced.org/practice-test/
Smarter Balanced Resources

Item Specifications
- Item Stems
- Item Descriptions
- Scoring information
- Specific Rubrics

Generic Rubrics

Other:
- Stimulus Specifications
- Content Specifications
- Scoring Guidelines

English Language Arts/Literacy Item Specification

- ELA CAT Item Specs Grades 3-5 (ZIP) (8/4/15)
- ELA CAT Item Specs Grades 6-8 (ZIP) (8/12/15)
- ELA CAT Item Specs Grades 9-11 (ZIP) (8/4/15)
- ELA PT Item Specs Opinion Grades 3-5 (ZIP) (7/29/15)
- ELA PT Item Specs Narrative Grades 3-5 (ZIP) (7/29/15)
- ELA PT Item Specs Informative Grades 3-5 (ZIP) (7/29/15)
- ELA PT Item Specs Narrative Grades 6-8 (ZIP) (7/29/15)
- ELA PT Item Specs Explanatory Grades 6-8,11 (ZIP) (7/29/15)
- ELA PT Item Specs Argumentative Grades 6-8,11 (ZIP) (7/29/15)

- Performance Task Writing Rubric:
  - Argumentative (PDF)
  - Explanatory (PDF)
  - Informational (PDF)
  - Narrative (PDF)
  - Opinion (PDF)

- Brief Write Rubrics (PDF)
- Performance Task Conventions Scoring Chart (PDF)
- ELA Stimulus Specifications (PDF)
- ELA Construct Relevant Vocabulary (PDF)
# English Language Arts (ELA) Assessment

Reading, Writing, Listening and Speaking, and Research

<table>
<thead>
<tr>
<th>ELA Assessment Resources</th>
<th>Description and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCAP Portal</td>
<td>This <a href="http://k12.wa.us/ELA/Assessment/default.aspx">WCAP portal</a> is your access point for the Washington assessment system tools and resources.</td>
</tr>
<tr>
<td>Smarter Balanced Practice and Training Tests Materials</td>
<td>The <a href="http://k12.wa.us/ELA/Assessment/default.aspx">Practice Tests</a> allow teachers, students, and parents to experience a full grade-level assessment. The Practice Tests mirror the year-end summative assessment. For additional practice with students use the interims. <a href="http://k12.wa.us/ELA/Assessment/default.aspx">Answer keys</a> for the Practice Tests. <a href="http://k12.wa.us/ELA/Assessment/default.aspx">Smarter Balanced Training Tests</a> provide students and teachers with opportunities to quickly familiarize themselves with software and navigational tools. <a href="http://k12.wa.us/ELA/Assessment/default.aspx">Online Practice and Training Test Tips</a></td>
</tr>
<tr>
<td>Scoring ELA</td>
<td>The grades 3, 6, and 11 <a href="http://k12.wa.us/ELA/Assessment/default.aspx">Scoring Guide</a> for</td>
</tr>
</tbody>
</table>

## Highlights

**Teacher Scoring Opportunity**

Measurement Incorporated (MI) is currently in the process of hiring teachers to do handscoreing for the Smarter Balanced summative assessments. Teachers may apply to work remotely (from home) or at the scoring center in Lynnwood, Washington. Interested applicants are encouraged to apply soon. [Apply Now](http://k12.wa.us/ELA/Assessment/default.aspx)

**Become part of our email distribution list**

English Language Arts Network (FLAN)

If you have applied for committee work you are automatically on this distribution list.
Thank You!

- Beth Simpson English Language Arts Assessment Specialist
  Beth.simpson@k12.wa.us

- 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