



*Balanced Assessment
System Professional
Learning Series*

**#4 The Digital Library:
Formative Assessment**

OFFICE OF THE SUPERINTENDENT OF PUBLIC
INSTRUCTION

**NANCY THOMAS PRICE.
COMPREHENSIVE ASSESSMENT
SYSTEM COORDINATOR**



OVERVIEW

A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter's comprehensive system gives educators information and tools **to improve teaching and learning.**



DIGITAL LIBRARY

An online collection of thousands of educator-created classroom tools and resources



INTERIM ASSESSMENTS

Optional and flexible tests given throughout the year to help teachers monitor student progress



SUMMATIVE ASSESSMENTS

Year-end assessments for grades 3–8 and high school with a computer adaptive test and performance tasks in math and English





Systems Approach

- **Coherence**

Test reflects the standards

Parts of the system are complimentary

- **Continuity**

Parts of the System Have Alignment

- **Comprehensiveness**

Breadth and Depth of Resources to
inform teaching and learning





Previously...

In Webinar #1 we covered the how, what, and why of teachers having access to the Online Reporting System (ORS)

Webinar #2 went into detail about Assessment Claims and Targets, which currently are the basis of the ORS reports.

The last Webinar (#3) provided a more in-depth understanding of how to use the reports and resources to further understand the relationship (translate) to teaching and learning

This is where change happens



Use of data for teaching and learning

Use student data to plan forward !

Make changes to instruction & impact learning while there is still time to change the outcome

*Digital Library
Interim Assessments*

*Summative
Assessments*





Learning Target

Overall Premise

We must ask for the evidence in the classroom that is reflective of the standards and hence the assessment.

GOALS AND STUDENTS TO ACHIEVE



Learning Target

Tools for Eliciting Evidence Aligned to the Standards

1. Content Specifications
2. Item Specifications Documents
3. Actual sample items/tasks
4. Cognitive Rigor Matrix
5. Interim Assessments
6. Digital Library

TOOLS AND STUDENTS TO ACHIEVE



TODAY:

What are the logistics of using the Digital Library?

How does the Digital Library support teaching and learning?

What role does the DL play in the assessment system?



Students & Families



Teachers & Test Administrators



Test Coordinators



Technology Coordinators

Recent Announcements

- The AIR System Training modules are now available in the Students & Families, Teachers & Test Administrators, Test Coordinators, and Technology Coordinators Resources section, under the AIR Online Systems- Training Modules sub-folder.
Added November 6, 2015
- The ORS User Guide for the 2015-2016 administration is now available under the Teachers & Test Administrators and Test Coordinators Resources section. All newly added sections will have a new feature icon.
Added November 3, 2015
- An updated TIDE User Guide has been posted in the Teachers & Test Administrators and Test Coordinators resources section under the AIR Online Systems - User Guides sub-folder. Please be aware a Test Improperities section has been added, but it will not be available in TIDE until the Spring 2016 Summative administration.
Added October 27, 2015
- The Test Administrator User Guide is now available in the Teachers & Test Administrators and Test Coordinators resources section under the AIR Online Systems - User Guides sub-folder.
Added October 27, 2015
- The ELA & Math IAB Blueprints, Interim Assessment Fact Sheet, and the Interim Assessment Statement of Purpose documents are now available on the Teachers & Test Administration and Test Coordinators resources section under the Interim Assessments subfolder.
Added September 17, 2015
- Please [click here](#) to view all announcements

Top FAQs

- What is TIDE?
- What is TDS?
- When will the Math/ELA ICA scores appear in ORS?
- What is the Portal for?
- Please [click here](#) to view all FAQs

Welcome!

This site demonstrates the features that are available on the portals created by AIR to access the assessment systems.

Teacher Scoring Application

Teachers may now apply to assist with scoring Summative Assessments. Teachers who have had experience hand scoring interim assessment items should indicate this on their application. To access the application please visit [Measurement Incorporated Scoring Application](#) and select the Teachers Only - Work from Home category.

- Secure Browsers
- Practice & Training Tests
- Important Dates
- Contact Us
- Idaho Statewide Assessment Group on Edmodo
- Digital Library by Smarter Balanced
- System Status

Idaho.portal.airast.org



...ENTS TO ACHIEVE





A Balanced Assessment System

The Smarter Balanced Assessment Consortium is committed to ensuring that all students leave high school prepared for postsecondary success. A balanced assessment system—which includes the formative assessment process as well as interim and summative assessments—provides tools to improve teaching and learning. The formative assessment process is an essential component of a balanced assessment system.

- Digital Library Available Now**
Resources to help teachers improve classroom-based assessment practices
- Interim Assessments Available Beginning Winter 2014-15**
Optional online assessments to check student progress and help teachers plan and improve instruction
- Summative Assessments Available Spring 2015**
Year-end assessments in math and English for grades 3-8 and 11 that use both computer adaptive testing and performance tasks

Digital Library

The Digital Library is an online collection of instructional and professional learning resources contributed by educators for educators. These resources are aligned with the intent of the Common Core State Standards and will help educators implement the formative assessment process to improve teaching and learning. The Digital Library incorporates collaboration features allowing educators to rate materials and to share their expertise with colleagues across the country in online forums.

Formative Assessment Process

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.

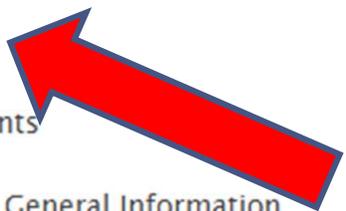
"This well-organized archive collection of strategies that real teachers have tried with real students in real classrooms is a clearinghouse of what works."
—What teachers are saying about the Digital Library

SmarterBalanced.org

- Search Resources
- Advanced Search
- Students & Families
 - Teachers & Test Administrators
 - Test Coordinators**
 - AIR Online Systems
 - District and School Implementation Guidance
 - Digital Library
 - Interim Assessments
 - ISAT by Smarter - General Information
 - Practice & Training Tests
 - Summative Assessments
 - Technology Coordinators

Test Coordinators

- AIR Online Systems
- District and School Implementation Guidance
- Digital Library**
- Interim Assessments
- ISAT by Smarter - General Information
- Practice & Training Tests
- Summative Assessments



Test Coordinators - Digital Library

Resource	Description
Smarter Balanced Digital Library Enhancements 2015 [PDF]	This document includes the Digital Library Enhancements released on June 2015.
Smarter Balanced Digital Library Coordinator Guide [PDF]	
Smarter Balanced Tips and Techniques for Digital Library Provisioning [PDF] Updated December 1, 2015	These documents provide detailed information regarding the Smarter Balanced Digital Library.
Smarter Balanced Digital Library Fact Sheet [PDF]	



LOGISTICS

Assign a Digital Library
District Coordinator

Provision teachers
Manual or
Upload

Provide professional
development

Understand the features of
the Digital Library





Provisioning Users: art.smarterbalanced.org

Identify a District Digital Library Coordinator

Administration and Registration Tools

[Resources](#) | Logged in as: Nancy Thomas Price | Tenant: STATE - ID | [Logout](#)

» MENU

- Select Assessments
- Add/Modify Assessment Information
- Participation Reports
- Upload Institutions, Users and Students
- Create/Modify Institutions
- Create/Modify Students
- Create/Modify Users**
- Upload Student ExplicitEligibility
- Upload StudentGroups
- Create/Modify StudentGroups

User Search

Search Filters

First Name:

Email Address:

State Abbreviation:

Last Name:

Role:

Show Users with Errors:

Search

New

Export Search Results to Excel

Export Search Results to CSV

Export Current Page to Excel

Export Current Page to CSV

First Name	Last Name	Email Address ↓	Telephone Number	Role Associations				
				Role	Associated Entity Name	Responsible Entity Type	State Abbreviation	
MICHAEL	NELSON	msnelson@cdaschools.org	208-664-8241	DL_EndUser	Coeur d'Alene School District	DISTRICT	ID	
				District Coordinator	Coeur d'Alene School District	DISTRICT	ID	

Total results found: 1
Page:



Provisioning Users: art.smarterbalanced.org Add Users

	C	D	E	F	G	H	I	J
1	ElectronicMailAddress	TelephoneNumber	Role	AssociatedEntityID	Level	StateAbbreviation	Delete	
2	jaredbissen@idahoidea.org	208-672-1155	DL_EndUser	129341253	DISTRICT	ID	ADD	
3	bethcrabb@idahoidea.org	208-457-1019	DL_EndUser	182259882	DISTRICT	ID	ADD	
4	andreabuckbaker@idahoidea.org	208-220-2925	DL_EndUser	238883492	DISTRICT	ID	ADD	
5	theresafoster@idahoidea.org	208-672-1155	DL_EndUser	267275424	DISTRICT	ID	ADD	
6	dianeneal@idahoidea.org	208-672-1155	DL_EndUser	315225544	DISTRICT	ID	ADD	
7	amyclark@idahoidea.org	208-882-8359	DL_EndUser	361262727	DISTRICT	ID	ADD	





Help Topics

Finding Resources in the Digital Library

There are a variety of ways to find resources within the Digital Library and designate them as favorites for easier access later.

- How do I find resources in the Digital Library?
- How do I find the interactive modules?
- How do I mark a resource as a favorite?

[read less](#)

Which Quality Criteria are used for combination resources?

Resources that combine instructional and professional learning materials are reviewed against both the Quality Criteria for Instructional Resources and the Quality Criteria for Professional Learning Resources.

How do I use the Digital Library?

The Digital Library Beta website will present instructional and professional learning resources, along with features that help you navigate the Digital Library and personalize your experience.

Here are some tips for navigating the main features of the Digital Library:

-

[read more](#)

Navigating the Digital Library

There are a variety of ways to find resources in the Digital Library and designate them as favorites for easier access later.

- How do I view resource materials in the Digital Library
- What information will I find in the About This Resource tab?
- How do I write a review for a resource and rate it?
- How do I share a resource?
- How do I locate similar resources?
- How do I flag an issue with a resource?

[read less](#)

How were the Quality Criteria developed?

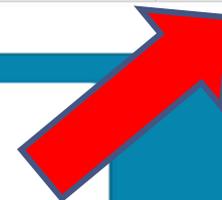
The Quality Criteria were developed with the support of the Smarter Balanced Formative Assessment Advisory Panel, experts in the Common Core State Standards for English Language Arts and Mathematics, the formative assessment process, adult learning, online professional learning, diverse learners [read more](#)

The Formative Assessment Process

Formative assessment is a **deliberate process** used by teachers and students **during instruction** that provides **actionable feedback** that is used to [read more](#)

What types of resources will the Digital Library include?

Resources in the Digital Library will include:





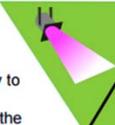
Features of the Digital Library:

- Professional Learning Resources (469)
- Instructional Resources (1950)
- Exemplar Instructional Modules
 - 34 ELA / Literacy
 - 36 Mathematics
 - 31 Assessment Literacy
- Resource and Topic Forums
- Professional Learning Events
 - Mathematics with Bill McCallum
 - Supporting Students with Disabilities, Dr. Ann Schulte
- Search Features



Digital Library Spotlight Webinars and Forums

Spotlight Webinars are presented by national experts and innovative practitioners. They highlight Digital Library resources on timely and relevant topics. Spotlight Forums provide opportunities for educators from across the country to discuss the resources and webinars. The tables below provide links to the resources, the recorded webinars, and the forums. You will be taken to the Digital Library sign on page when you click on the resource and forum links. Log in, then you will be taken directly to the resource or forum.



- Relevant
- Timely
- Innovative





Features of the Digital Library:

GO LIVE!

SUPERINTENDENT OF PUBLIC INSTRUCTION SHERRI YBARRA

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE





HOW THE DIGITAL LIBRARY SUPPORTS TEACHING AND LEARNING

SUPERINTENDENT OF PUBLIC INSTRUCTION SHERRI YBARRA

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE





The Digital Library supports teaching and learning:

Find targeted instructional activities

Use data from:

Interim or Summative Assessment Reports

Claim Reports

Target Reports

Item Specifications

3rd Grade - Using Text Based Evidence from Informational Text

INSTRUCTIONAL AND PROFESSIONAL LEARNING

♥ Add to Favorites

Author: [Tin Cartwright](#) | Owner: [Tin Cartwright](#)

Contributor: [Lori](#)

Lesson Plan Template

Text: _____ Close Reading – Whole Group _____

Materials Needed

- Materials needed: *Return of the Swifts* by Susan Blackaby (non-fiction, level N)
- You tube Swift video: <http://www.youtube.com/watch?v=wy5oN7y8Aw>
- Note cards

Common Core Standards

- | | |
|---|--|
| <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
|---|--|

Focal Students

Jayden – Engagement/Focus
Juan – understanding of context

Formative Assessment/Checking for Understanding

- Check circled words
- Check underlined sentences
- Listen to student explanation of why the word is important in the text

[View All Materials](#)

Lesson Plan Swifts.docx

[Download](#)

SUPERINTENDENT OF PUBLIC INSTRUCTION SHERRI YBARRA

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE





Grade 5, Math Summative Target Report Example 3

Score Reports

Class Performance on Each Target for the Mathematics Test

What are my class's relative strengths and weaknesses in the Mathematics targets?

Test: Smarter Summative Mathematics Grade 5

Year: 2014-2015

Name: Demo Class A

Legend: Strength and Weakness Indicator

- + Better than performance on the test as a whole
- = Similar to performance on the test as a whole
- Worse than performance on the test as a whole
- ✳ Insufficient Information

Performance on Each Target

Smarter Summative Mathematics Grade 5 Test for Students in Demo Class A

Target	Performance
Concepts & Procedures	
Understand the place-value system.	+
Perform operations with multi-digit whole numbers and with decimals to hundredths.	+
Use equivalent fractions as a strategy to add and subtract fractions.	=
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	-
Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.	-
Write and interpret numerical expressions.	=
Analyze patterns and relationships.	+
Convert like measurement units within a given measurement system.	-
Represent and interpret data.	+
Graph points on a coordinate plane to solve real-world and mathematical problems.	=
Classify two-dimensional figures into categories based on their properties.	-
Problem Solving and Modeling Data & Analysis	
Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	+
Select and use appropriate tools strategically.	=
Interpret results in the context of a situation.	-

Comparison Scores

Name	Average Scale Score
State	2540 ±5
Demo District (001)	2536 ±5
Demo School (001-01)	2540 ±5
Demo Teacher	2450 ±5
Demo Class A	2550 ±5



Implications for instruction

GOAL: Elicit in the classroom, the same evidence called for in the standards

Item Specifications Document –
5th Grade, Target K,
Geometry

<p>Claim 1: Concepts and Procedures Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</p>	
<p>Content Domain: Geometry</p>	
<p>Target K [a]: Classify two-dimensional figures into categories based on their properties. (DOK 2)</p> <p>Tasks for this target ask students to classify two-dimensional figures based on a hierarchy. Technology-enhanced items may be used to construct a hierarchy, or tasks may ask the student to select all classifications that apply to a figure based on given information.</p>	
<p>Standards: 5.G.B, 5.G.B.3, 5.G.B.4</p>	<p>5.G.B Classify two-dimensional figures into categories based on their properties.</p> <p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p>
<p>Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling: 4.G.A, 4.G.A.2, 4.G.A.3 6.G.A, 6.G.A.1, 6.G.A.3, 6.G.A.4</p>	<p>Related Grade 4 Standards</p> <p>4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>Related Grade 6 Standards</p> <p>6.G.A Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p>6.G.A.3 Draw polygons in the coordinate plane given the coordinates for the vertices; use coordinates to find the length of</p>

Implications for instruction

GOAL: Elicit in the classroom, the same evidence called for in the standards

Item Specifications Document – 5th Grade, Target K Geometry

properties.	
Evidence Required:	1. The student classifies two-dimensional figures into categories and/or subcategories based on their properties.
Allowable Response Types:	Matching Tables
Allowable Stimulus Materials:	grid, two-dimensional figures, points, lines, line segments, angles
Construct-Relevant Vocabulary:	right, acute, obtuse, line segments, parallel, perpendicular, symmetrical, line of symmetry
Allowable Tools:	For some items rulers and/or protractors may be used.
Target-Specific Attributes:	Two-dimensional figures can have up to 10 sides.
Non-Targeted Constructs:	None
Accessibility Guidance:	<p>Item writers should consider the following Language and Visual Element/Design guidelines¹ when developing items.</p> <p>Language Key Considerations:</p> <ul style="list-style-type: none"> • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references <p>Visual Elements/Design Key Considerations:</p> <ul style="list-style-type: none"> • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics



Implications for instruction

GOAL: Elicit in the classroom, the same evidence called for in the standards

Item Specifications Document – 5th Grade, Target K Geometry

SUPERINTENDENT OF PUBLIC INSTRUCTION

Task Model 1

Response Type:
Matching Tables

DOK Level 2

5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

Evidence Required:

1. The student classifies two-dimensional figures into categories and/or subcategories based on their properties.

Tools: None

Accessibility Note:

Either identify the polygons by name or by properties.

Prompt Feature: The student is prompted to classify two-dimensional figures into categories/subcategories based on their properties.

Stimulus Guidelines:

- Two-dimensional figures can have up to 10 sides.
- Shapes may include rhombus, rectangle, square, kite, triangle, quadrilateral, parallelogram, pentagon, hexagon, trapezoid, circle, half circle, and quarter circle.
- Characteristics may include parallel or perpendicular sides, side length, angles (right, acute, obtuse), and polygon.
- Item difficulty can be adjusted via these example methods:
 - Student is presented with a descriptive attribute corresponding to the given polygon name with one polygon per answer choice.
 - Student is presented with a descriptive attribute corresponding to the given polygon name with two polygons per answer choice.
 - Student is not presented with a descriptive attribute corresponding to the given polygon name with one or two polygons per answer choice.

TM1a

Stimulus: The student is presented with the name of a category/subcategory of shapes and one descriptive property of that category/subcategory.

Example Stem: All parallelograms have two pairs of opposite, parallel, equal-length sides.

Determine whether each polygon shown is also a parallelogram. Select Yes or No for each polygon.

	Yes	No
 Rectangle	<input type="checkbox"/>	<input type="checkbox"/>
 Trapezoid	<input type="checkbox"/>	<input type="checkbox"/>
 Rhombus	<input type="checkbox"/>	<input type="checkbox"/>

Rubric: (1 point) The student correctly identifies if the given polygon is a parallelogram for all answer choices (e.g., Y, N, Y).

Properties Of Quadrilaterals

INSTRUCTIONAL RESOURCE

Unfavorite

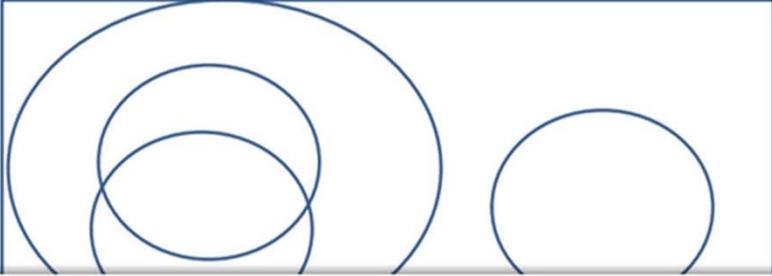
Author: odellinger@chester.k12.sc.us | Owner: odellinger@chester.k12.sc.us

Contributor: [Candice Dellinger](#)

Name _____ Date _____

5.G.B Classifying Two-Dimensional Figures

Day 1: Create a Venn Diagram to include the following: quadrilaterals, squares, rectangles, parallelograms, trapezoids, and rhombuses.



[View All Materials](#) Properties of quadrilaterals 2.docx

- About This Resource
- Collaboration
- Reviews
- Share
- Related Resources
- Flag

[Glossary Of Terms](#)

SUBJECTS AND DOMAINS

Math - Geometry - Content

COMMON CORE STATE STANDARDS

CCSS.Math.Content.5.G.B

CCSS.Math.Content.5.G.B.3

CCSS.Math.Content.5.G.B.4

GRADES

5 - Fifth Grade

Summary

This resource is to be used over a period of 4 class periods. There are 4 different activities that require students to define and classify two-dimensional figures based on their properties, structures, and relationships. Students are also required to defend their reasoning. Although the activities are numbered, the teacher can use the activities in any order, allowing for flexibility and instructional decision-making as needed. An answer key is included.

ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS

Clarify Intended Learning Elicit Evidence Interpret Evidence Act on Evidence

Digital Library

5th Grade Math

5.G.B

Claim 1

Target K

Instructional Resource

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE



Score Reports

Performance on Each Target

Smarter Summative Mathematics Grade 4 Test for Students with no group (Teacher)

Target	Performance Level
Concepts and Procedures	
Use the four operations with whole numbers to solve problems.	=
Gain familiarity with factors and multiples.	=
Generate and analyze patterns.	=
Generalize place value understanding for multi-digit whole numbers.	+
Use place value understanding and properties of operations to perform multi-digit arithmetic.	=
Extend understanding of fraction equivalence and ordering.	-
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	+
Understand decimal notation for fractions, and compare decimal fractions.	=
Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.	=
Represent and interpret data.	=
Geometric measurement: understand concepts of angle and measure angles.	+
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	=

Comparison Scores

Name	Average Scale Score
Idaho	2471 ±1
MELBA JOINT DISTRICT (136)	2456 ±7
MELBA ELEMENTARY SCHOOL (136_0455)	2456 ±7
Students with no group (Teacher)	2456 ±7

Grade 4, Math Summative Target Report



Scale Score	Achievement Level	Reading Performance Level	Listening Performance Level	Writing Performance Level	Research/Inqui Performance Level
2424 ±32	1	⚠	⚠	⚠	⊖
2474 ±28	1	⚠	⚠	⊖	⚠
2427 ±34	1	⚠	⚠	⚠	⊖
2438 ±28	1	⚠	⊖	⚠	⚠
2518 ±28	2	⊖	⊖	⊖	⚠
2548 ±27	2	⚠	⊖	⊖	⊖
2516 ±27	2	⚠	⊖	⊖	⚠
2521 ±26	2	⊖	⊖	⊖	⊖
2583 ±25	3	⊖	✓	⊖	⊖
2573 ±26	3	⊖	✓	⊖	⊖
2637 ±27	3	✓	✓	⊖	⊖
2635 ±27	3	✓	⊖	✓	⊖
2623 ±27	3	✓	⊖	⊖	⊖
2633 ±28	3	✓	⊖	⊖	⊖
2606 ±25	3	⊖	⊖	⊖	⊖
2598 ±26	3	⊖	⊖	⊖	⊖
2665 ±27	3	✓	⊖	✓	⊖
2579 ±27	3	⊖	✓	⊖	⊖
2709 ±28	4	✓	⊖	✓	✓
2689 ±26	4	✓	⊖	✓	⊖
2701 ±29	4	✓	⊖	✓	✓

Comparison Scores

Name	Average Scale Score
Idaho	2566 ±1
KUNA JOINT DISTRICT (003)	2565 ±4
KUNA MIDDLE SCHOOL (003_0013)	2565 ±4
Peterson, April	2576 ±19
Advisory B 9004-15	2576 ±19

Legend: Claims Performance Levels

 Below Standard
  At/Near Standard
  Above Standard

ING SCHOOLS AND STUDENTS TO ACHIEVE



Claim Report

Data indicates the need for differentiated instruction...

Scale Score	Level	Performance Level	Per
2438 ±28	1	⚠	
2548 ±27	2	⚠	
2427 ±34	1	⚠	
2516 ±27	2	⚠	
2474 ±28	1	⚠	
2424 ±32	1	⚠	
2518 ±28	2	⊖	
2583 ±25	3	⊖	
2521 ±26	2	⊖	
2573 ±26	3	⊖	
2579 ±27	3	⊖	
2606 ±25	3	⊖	
2598 ±26	3	⊖	
2635 ±27	3	✓	
2637 ±27	3	✓	
2709 ±28	4	✓	
2665 ±27	3	✓	
2689 ±26	4	✓	
2633 ±28	3	✓	
2623 ±27	3	✓	
2701 ±29	4	✓	

Comparison Scores

Name	Average Scale Score
Idaho	2566 ±1
KUNA JOINT DISTRICT (003)	2565 ±4
KUNA MIDDLE SCHOOL (003_0013)	2565 ±4
Peterson, April	2576 ±19
Advisory B 9004-15	2576 ±19

Legend: Claims Performance Levels



Performance on Each Target Smarter Summative ELA/Literacy Grade 3 Test for Student

Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented.	=
(Informational Text) CENTRAL IDEAS: Identify or summarize central ideas/ key events, or procedures and details that support them.	=
(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)	=
(Informational Text) REASONING & 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)	=
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause effect, integrate information)	=
(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	+
(Informational Text) LANGUAGE USE: Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context	+
(Literary Text) KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences	-
(Literary Text) CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text	=
(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)	=
(Literary Text) REASONING & EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings; point of view, author's lesson or message	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify or compare relationships across texts (e.g., literary elements, problem solution, theme)	-
(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information	*
(Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	=

Summative Assessment Target Report

Legend: Strength And Weakness Indicator

- + Better than performance on the test as a whole
- = Similar to performance on the test as a whole
- Worse than performance on the test as a whole
- *

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE



From here this teacher may want to:

- Assign interim assessment blocks before or after teaching certain groups of standards

Grade 3-5
Read Literary Texts
Read Informational Texts
Edit/Revise
Brief Writes
Listen/Interpret
Research
Narrative Performance Task*
Informational Performance Task^
Opinion Performance Task**



Developing a Question Web Using Literature

INSTRUCTIONAL RESOURCE

♥ Unfavorite

Author: [Samuel Jacobs](#) | Owner: [Samuel Jacobs](#)

Contributor: [Samuel](#)

English Language Arts » 3rd Grade » Reading for Literature

Goals:

This lesson will assess students current understandings and difficulties with the following standards:

Common Core State Standards

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Overview

[View All Materials](#) 3rd_qa_3r1.pdf [Download](#)

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[Glossary Of Terms](#)

SUBJECTS AND DOMAINS

ELA - Reading Literature

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RL.2.1

CCSS.ELA-Literacy.RL.3.1

GRADES

Grade 2 Grade 3

INTENDED END USERS

Teacher Coach/Coordinator

Professional Learning Community

Summary

This lesson requires students to create questions about what they are reading and answer questions in complete sentences according to the text. The students will read the story, "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst. They will ask and answer who, what, where, when, why, and how questions. They will make a graphic web on a word processing software (if available) to depict their answers. If technology is not available, paper/pencil style may be used.

ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS

Clarify Intended Learning Elicit Evidence

Specific Connection to the Formative Assessment Process

SUPP

ED STUDENTS TO ACHIEVE



The Digital Library supports the Formative Assessment Process :

Clarify Intended Learning
Elicit Evidence
Analyze Evidence
Act on Evidence

Checking for understanding on a day to day, lesson by lesson basis... modify and adjust

Smarter Balanced Assessment Consortium

The Formative Assessment Process

The Smarter Balanced Assessment Consortium is an organization of member states committed to providing tools and resources that support teaching and learning. The three core components of the Smarter Balanced Assessment System are summative assessments, interim assessments, and formative assessment practices.

Formative Assessment is a **deliberate process** used by **teachers and students during instruction** that provides actionable feedback used to **adjust ongoing teaching and learning strategies** to improve students' attainment of curricular learning targets/goals.

There are four attributes in the Formative Assessment Process, represented graphically as a clover:

- Clarify intended learning
- Elicit evidence
- Interpret evidence
- Act on evidence

Two important components of **clarifying intended learning**, the first attribute of the Formative Assessment Process, are learning goals and success criteria. Learning goals state what students will know by the end of the lesson. They describe "big ideas" or concepts that are transferable and reflect the intent of the Common Core State Standards. Learning goals are written in student-friendly language, beginning with, "I understand." Success criteria define the evidence that teachers and students use to determine how students are progressing toward the learning goals. They are also written in student-friendly language, but begin with "I can."

The second attribute of the Formative Assessment Process, **eliciting evidence**, provides the information teachers and students need to determine where students are in their progress toward the intended learning. The evidence should be tightly aligned to the learning goals and is defined by the success criteria. Experts suggest that teachers and students consider student needs, interests, and learning styles when deciding how to elicit evidence so that students have a choice of different ways to meet the success criteria. It's also important to use multiple sources of evidence to draw accurate conclusions about student learning.

Teachers and students **interpret the evidence** they collect to determine where students are in relation to the learning goals and success criteria, identifying what students understand and don't yet understand. Students can independently analyze evidence of their own learning, though they benefit from sharing and discussing their interpretations with teachers and peers. Through careful analysis of the evidence, teachers and peers are able to provide actionable feedback. It is important to note that interpreting evidence is not a single event. Rather, evidence is interpreted in the Formative Assessment Process on an ongoing basis throughout instruction.

In the Formative Assessment Process, **acting on evidence** comes after teachers and students have clarified the learning and elicited and interpreted evidence of the learning. Once the evidence is interpreted, teachers and students use actionable feedback to determine next steps to continue to move learning forward. The steps may not be the same for all students and must take into consideration each student's readiness, interests, and learning preferences.

SmarterBalanced.org





From the Field

Mike Nelson,
Director of Curriculum and
Assessment

Coeur D'Alene School
District



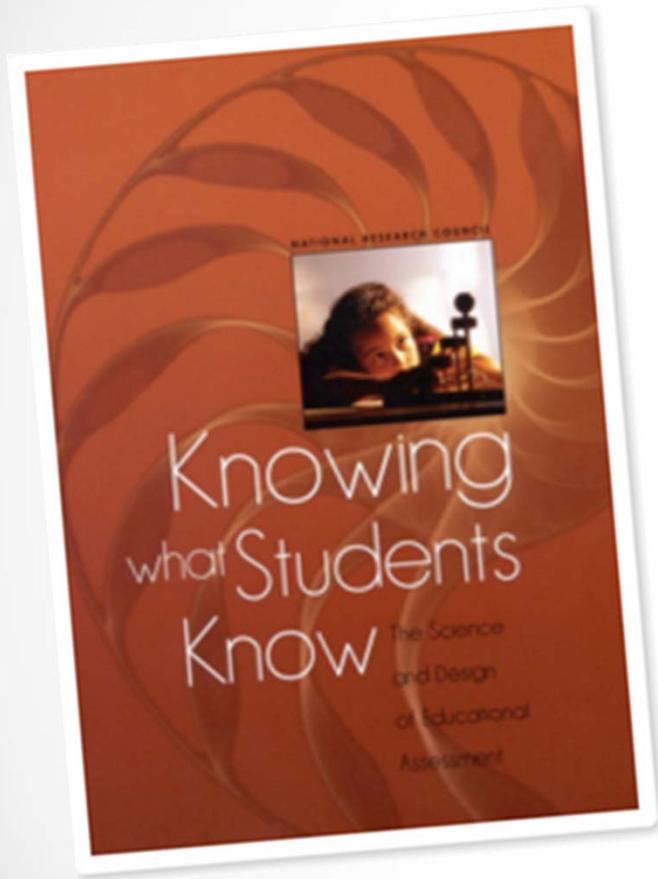
Learning Target

Overall Premise

We must ask for the same evidence in the classroom as is called for by the standards and hence the assessment

Using Digital Library activities will insure that students have experiences that are intended by the standards

The Role of the Digital Library in the Assessment System



"A model of cognition and learning should serve as the cornerstone of the assessment design process."

...aspects of learning that are assessed and emphasized in the classroom should ideally be consistent with the aspects of learning targeted by large-scale assessments. In reality, however, these two forms of assessment are often out of alignment. The result can be conflict and frustration for both teachers and learners."

James W. Pellegrino, Naomi Chudowsky, and Robert Glaser, Editors; Committee on the Foundations of Assessment; [Board on Testing and Assessment](#); [Center for Education](#); [Division of Behavioral and Social Sciences and Education](#); National Research Council



You should now understand and be able to:

- Provision educators to use the Digital Library
- Find and use features and content in the Digital Library
- Show how the Digital Library supports teaching and learning
- Explain the important role the DL serves in the assessment system



Table 1. Three Assessment Types

	Formative	Interim	Summative
Typical Use	feedback to adjust ongoing teaching and learning	monitoring student progress	student placement; school and district accountability
Frequency of Administration	continual; multiple times a day	generally two to six times per school year	usually once a school year
Scope of Administration	student and classroom	usually school or district	usually state



Locations for resources referred to in this webinar

Content Specifications are here

SDE ISAT main page: <http://www.sde.idaho.gov/site/assessment/ISAT/>

Item/Task Specifications:

http://www.sde.idaho.gov/site/assessment/item_specifications.htm

Sample Items by Claim and Cognitive Rigor Matrix

<http://www.sde.idaho.gov/site/assessment/claims.htm>

Digital Library

www.smarterbalancedlibrary.org

ISAT Portal idaho.portal.airast.org

FOR ALL STUDENTS AND STUDENTS TO ACHIEVE



Upcoming webinars in this series

All You Need to Know About the
Interim Assessments
Friday, December 11
10:00 AM

SUPERINTENDENT OF PUBLIC INSTRUCTION SHERRI YBARRA

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE



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