Balanced Assessment System Professional Learning Series

#3 Using Assessment Reports to Inform Teaching and Learning

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**.

Smarter Balanced Assessment Consortium

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 assesments 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**
  - Pieces of the System Have Alignment
- **Comprehensiveness**
  - Breadth and Depth of Resources to inform teaching and learning

Previously…

We covered the how, what, and why of teachers having access to the Online Reporting System.

Last week a webinar was provided that reviewed a more in-depth understanding of the reporting categories, Assessment Claims and Targets..

This is where change happens

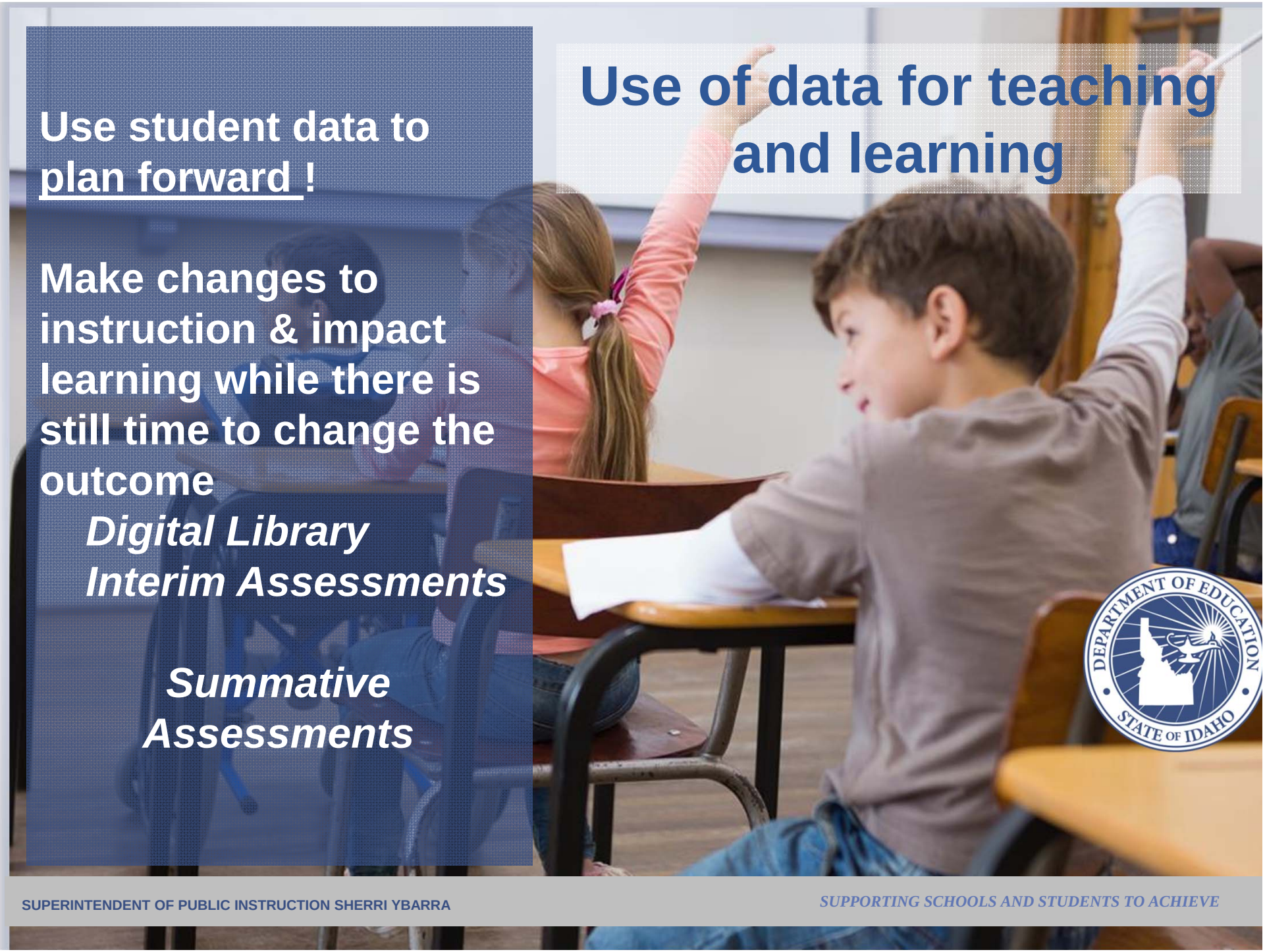
Use of data for teaching and learning

Use student data to <u>plan forward</u> !

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

Digital Library
Interim Assessments

Summative Assessments



Overall Premise

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

TODAY

How is Claim and Target information, together with teaching resources, helpful to actual instruction?

Idaho.portal.airast.org

Idaho	21463	2566 ±1	52	**ELA/Literacy**	
				Reading	26 49 25
				Listening	18 67 14
				Writing	23 52 26
				Research/Inquiry	19 59 22
KUNA JOINT DISTRICT (003)	364	2565 ±4	52	**ELA/Literacy**	
				Reading	28 48 23
				Listening	15 74 11
				Writing	20 51 28
				Research/Inquiry	18 62 20
KUNA MIDDLE SCHOOL (003_0013)	364	2565 ±4	52	**ELA/Literacy**	
				Reading	28 48 23
				Listening	15 74 11
				Writing	20 51 28
				Research/Inquiry	18 62 20
Peterson, April	21	2576 ±19	62	**ELA/Literacy**	
				Reading	29 33 38
				Listening	14 67 19
				Writing	14 62 24
				Research/Inquiry	19 71 10
Advisory B 9004-15	21	2576 ±19	62	**ELA/Literacy**	
				Reading	29 33 38
				Listening	14 67 19
				Writing	14 62 24
				Research/Inquiry	19 71 10

2567

Support Materials

Content Specifications Documents

Item Specifications Documents

Cognitive Rigor Matrix

Digital Library

Interim Assessments

From Claim and Target data a teacher may want to:

- Look at class as a whole for "RTI" groupings; verify with other data; create additional rosters within a class
- Use this data as a screener/ starting place to dig deeper into a specific area; to identify "risk"

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

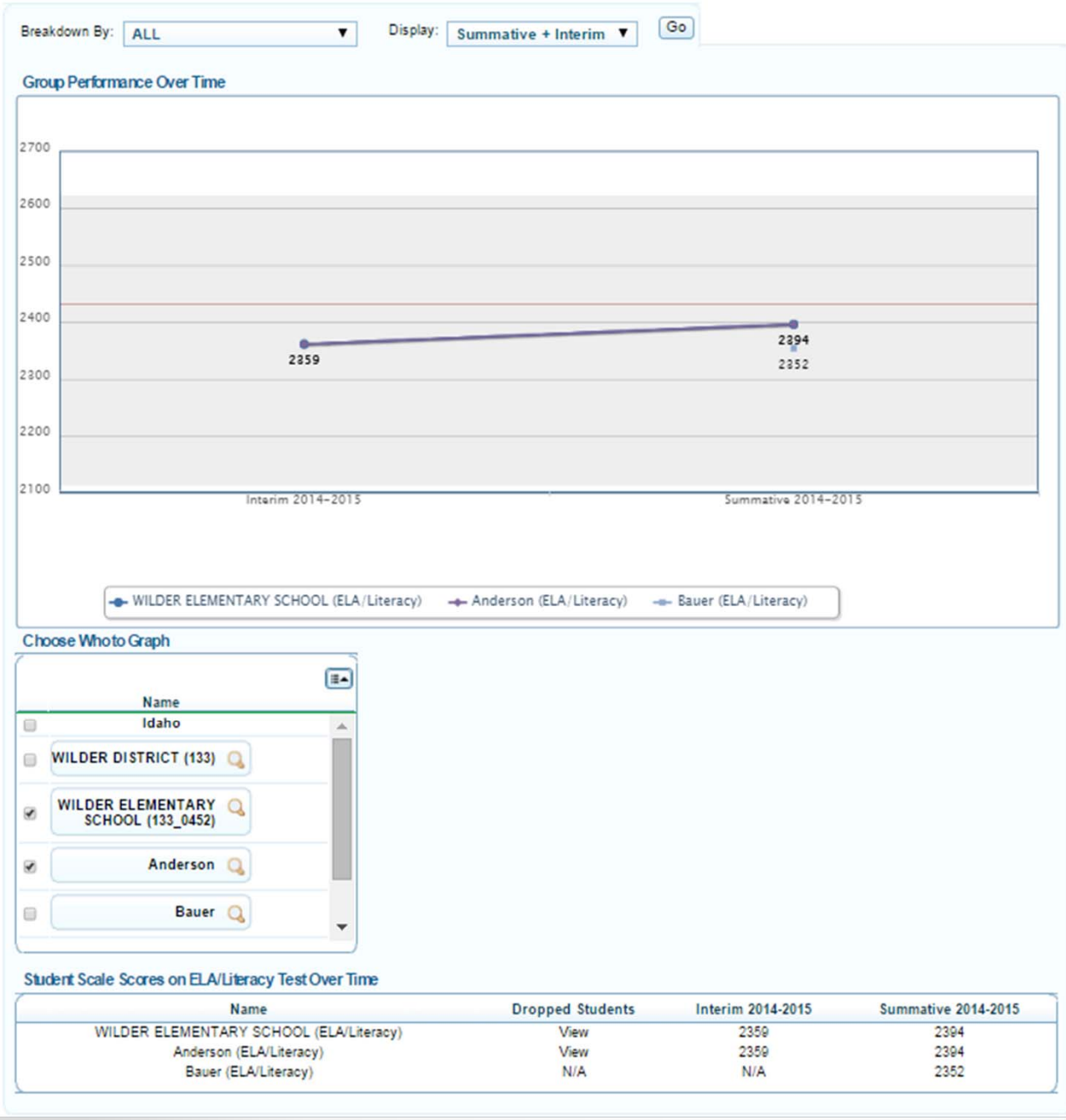
Name	Average Scale Score
Idaho	2566 ±1
KUNA JOINT DISTRICT (003)	2565 ±4
KUNA MIDDLE SCHOOL (003_0013)	2565 ±4
Peterson, April	2576 ±19
Advisory B 9004-15	2576 ±19

Legend:Claims Performance Levels

⚠ Below Standard ⊖ At/Near Standard ✓ Above Standard

TING SCHOOLS AND STUDENTS TO ACHIEVE

Subject: Smarter Summative ELA/Literacy
Name: WILDER ELEMENTARY SCHOOL



Student Scale Scores on ELA/Literacy Test Over Time

Name	Dropped Students	Interim 2014-2015	Summative 2014-2015
WILDER ELEMENTARY SCHOOL (ELA/Literacy)	View	2359	2394
Anderson (ELA/Literacy)	View	2359	2394
Bauer (ELA/Literacy)	N/A	N/A	2352

Trend Report

35 point gain from February to May

...AND STUDENTS TO ACHIEVE

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

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
- * Insufficient Information

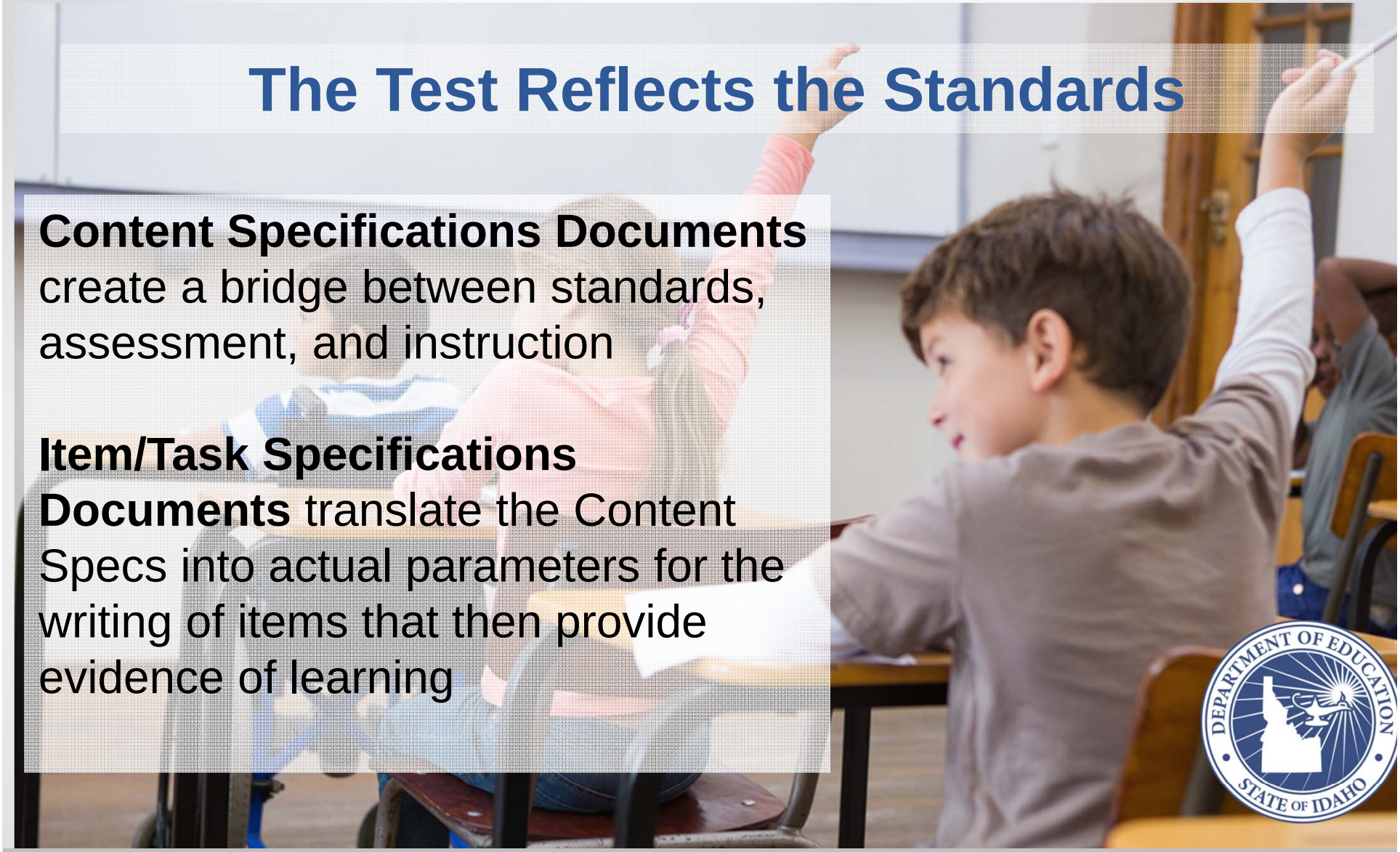
From Claim and Target data a teacher may want to:

- Use the Content Specifications to further understand Claim content and the evidence needed to show mastery.
- Use specific Item Specifications documents to view the standards, vocabulary, and task models associated with various assessment targets. (These are now on the SDE website)
- Use the Cognitive Rigor Matrix to make sure evidence is gathered at the correct Depth of Knowledge
- Follow up with activities from the Digital Library

The Test Reflects the Standards

Content Specifications Documents create a bridge between standards, assessment, and instruction

Item/Task Specifications Documents translate the Content Specs into actual parameters for the writing of items that then provide evidence of learning



http://www.smarterbalanced.org/smarter-balanced-assessments/

ELA Content Specifications

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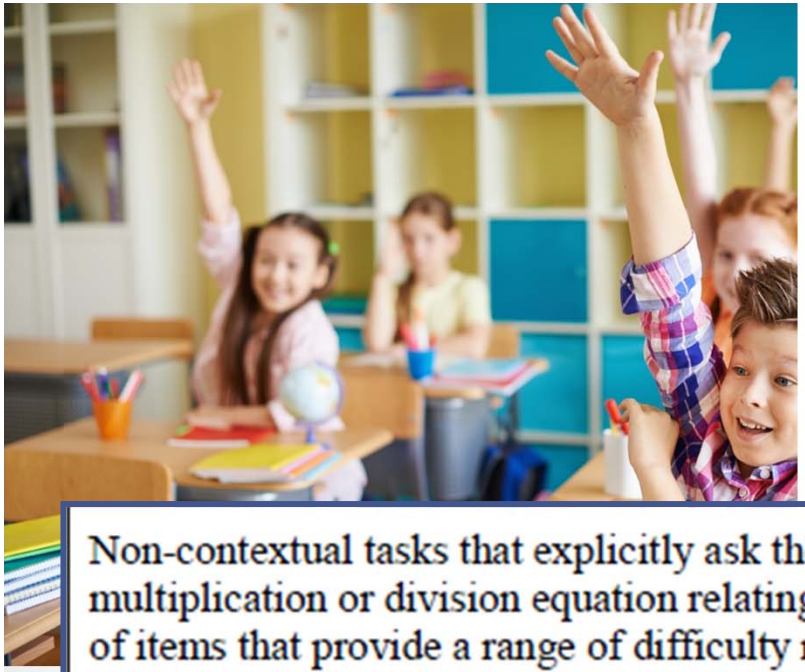
Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types

Grades 3–5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim #1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
Literary Texts		
50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.		
Underlined content (from related CC standards) shows what each assessment target could assess.		
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RL-1 (RL-1 is a component of each of the seven targets listed below.)		
Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 3 Standards: RL-1 (DOK 1, DOK 2) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 4 Standards: RL-1 (DOK 1, DOK 2) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 5 Standards: RL-1 (DOK 1, DOK 2) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Target 2. CENTRAL IDEAS: Identify central ideas, key events, or the sequence of events presented in a text. Gr. 3 Standards: RL-2 (DOK 2, DOK 3) RL-2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the	Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events. Gr. 4 Standards: RL-2 (DOK 2, DOK 3) RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events. Gr. 5 Standards: RL-2 (DOK 2, DOK 3) RL-2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama



Mathematics Content Specifications

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GRADE 3 Summative Assessment Targets
Providing Evidence Supporting Claim #1

Claim #1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content for this claim may be drawn from any of the Grade 3 clusters represented below, with a much greater proportion drawn from clusters designated "m" (major) and the remainder drawn from clusters designated "a/s" (additional/supporting) – with these items fleshing out the major work of the grade. Sampling of Claim #1 assessment targets will be determined by balancing the content assessed with items and tasks for Claims #2, #3, and #4.[5] Grade level content emphases are summarized in Appendix A and CAT sampling proportions for Claim 1 are given in Appendix B.

Operations and Algebraic Thinking

Target A [m]: Represent and solve problems involving multiplication and division.[6] (DOK 1)
Items/tasks for this target require students to use multiplication and division within 100 to solve

Non-contextual tasks that explicitly ask the student to determine the unknown number in a multiplication or division equation relating three whole numbers (3.OA.4) will support the development of items that provide a range of difficulty necessary for populating an adaptive item bank (see section *Understanding Assessment Targets in an Adaptive Framework,* below, for further explication).

Non-contextual tasks that explicitly ask the student to determine the unknown number in a multiplication or division equation relating three whole numbers (3.OA.4) will support the development of items that provide a range of difficulty necessary for populating an adaptive item bank (see section *Understanding Assessment Targets in an Adaptive Framework,* below, for further explication).

Target B [m]: Understand properties of multiplication and the relationship between multiplication and division. (DOK 1)
Whereas Target A focuses more on the practical uses of multiplication and division, Target B focuses more on the mathematical properties of these operations, including the mathematical relationship between multiplication and division.

Tasks associated with this target are not intended to be vocabulary exercises along the lines of "Which of these illustrates the distributive property?" As indicated by the CCSSM,[8] students need not know the formal names for the properties of operations. Instead, tasks are to probe whether students are able to *use* the properties to multiply and divide.
Note: tasks that code directly to Target B will be limited to products and dividends within 100. (But see Target E under 3.NBT below.)

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 the 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)	2535 ±5
Demo School (001-01)	2540 ±5
Demo Teacher	2450 ±5
Demo Class A	2550 ±5

Grade 5, Math
Summative Target Report
Example 3

Implications for instruction

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

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

Claim 1: Concepts and Procedures Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.	
Content Domain: **Geometry**	
Target K [a]: Classify two-dimensional figures into categories based on their properties. (DOK 2) 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.	
Standards: 5.G.B, 5.G.B.3, 5.G.B.4	**5.G.B Classify two-dimensional figures into categories based on their properties.** **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.* **5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties.
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	**Related Grade 4 Standards** **4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** **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. **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. **Related Grade 6 Standards** **6.G.A Solve real-world and mathematical problems involving area, surface area, and volume.** **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. **6.G.A.3** Draw polygons in the coordinate plane given the coordinates for the vertices; use coordinates to find the length of

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:	Item writers should consider the following Language and Visual Element/Design guidelines[1] when developing items. Language Key Considerations: • 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 Visual Elements/Design Key Considerations: • 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

Grade 5 Mathematics Item Specification C1 TK

Smarter Balanced Assessment Consortium

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:

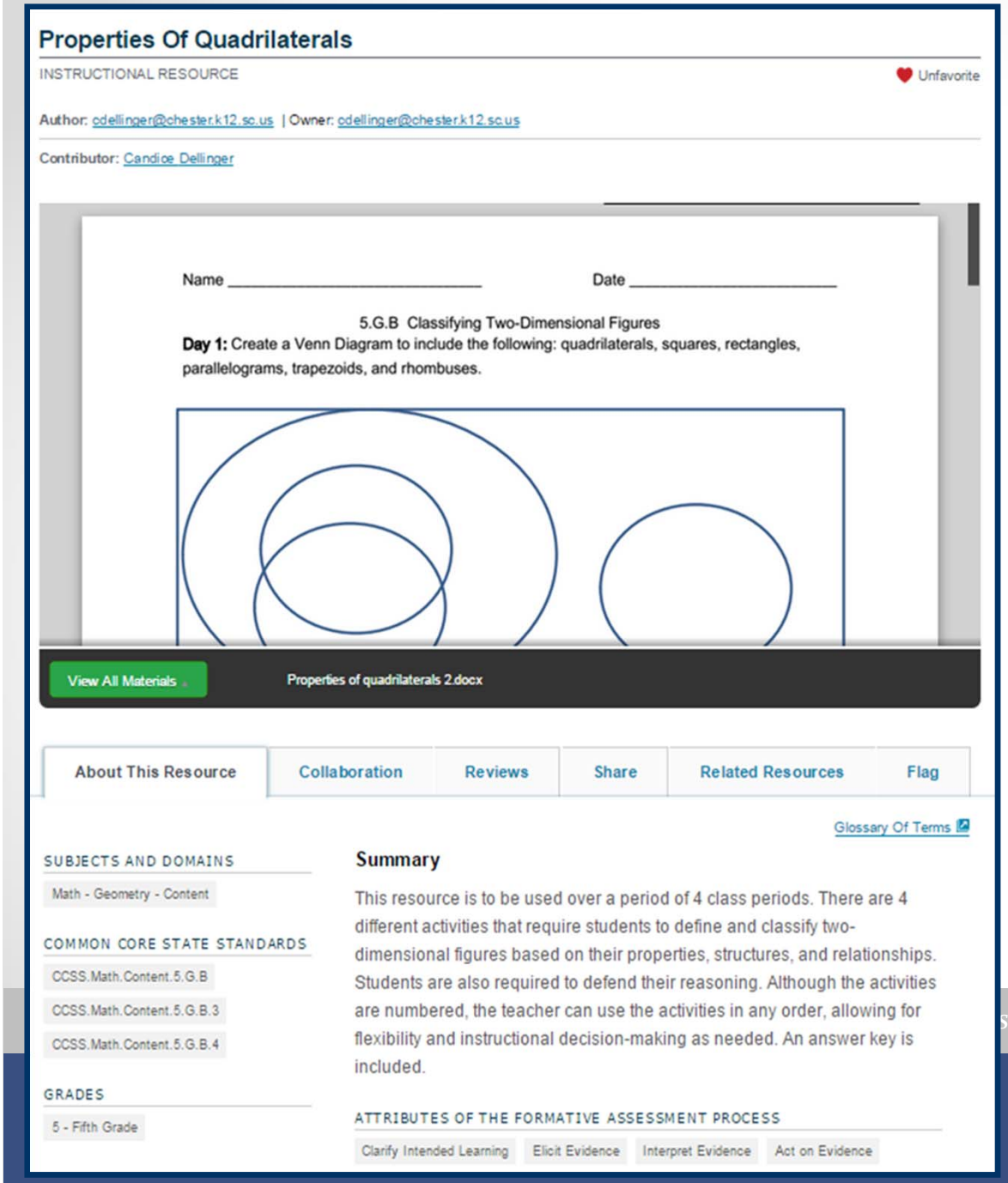
- Two-dimensional figures can have up to 10 sides.
- Shapes may include rhombus, rectangle, square, kite, triangle, quadrilateral, parallelogram, pentagon, hexagon, trapezoid, circle, half circle, and quarter circle.
- Characteristics may include parallel or perpendicular sides, side length, angles (right, 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.

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



Digital Library

5th Grade Math
5.G.B
Claim 1
Target K
Instructional Resource

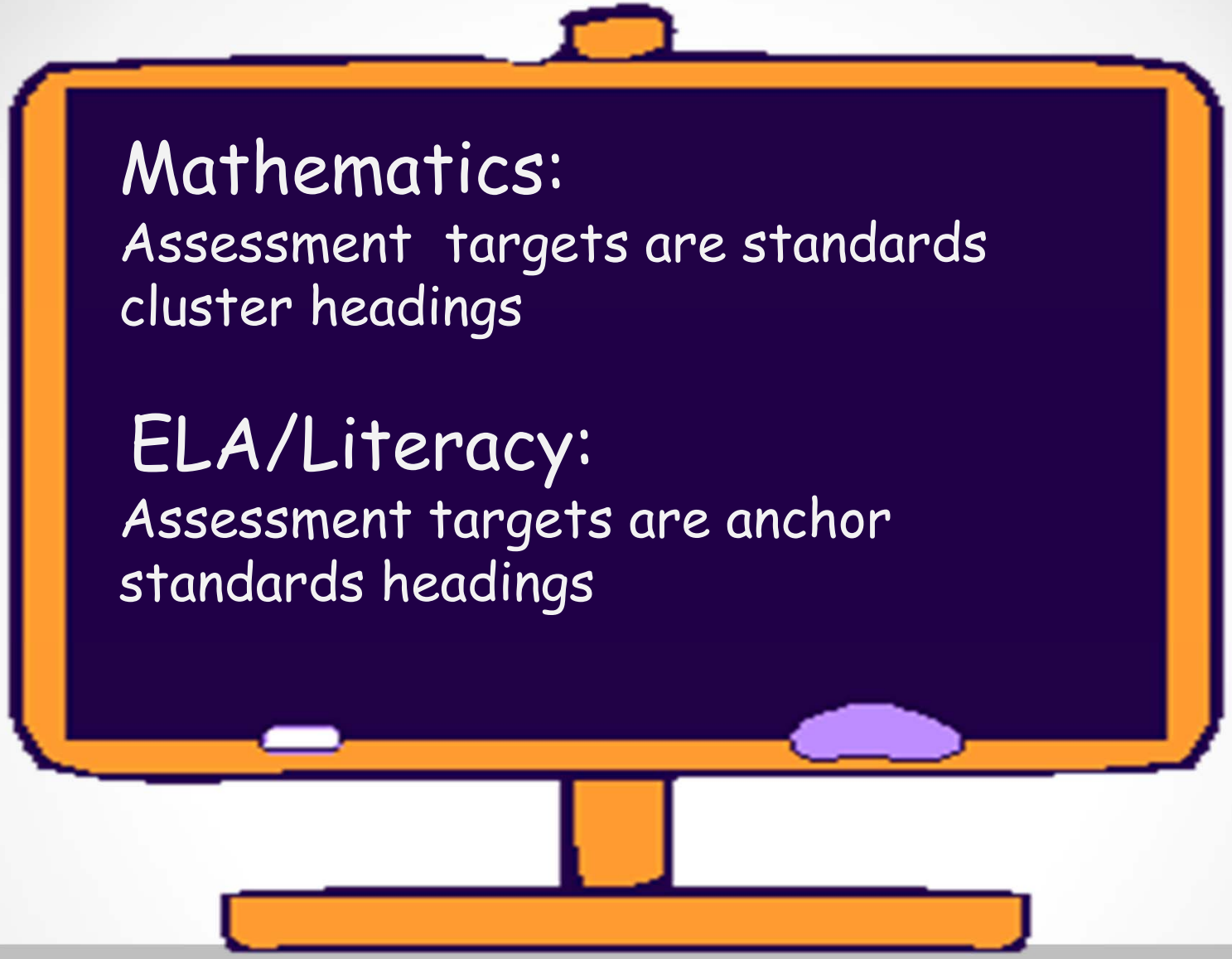
Implications for instruction

Cognitive Rigor Matrix

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *M-Sci*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, observe, & recognize facts, principles, properties ○ Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	○ Evaluate an expression ○ Locate points on a grid or number on number line ○ Solve a one-step problem ○ Represent math relationships in words, pictures, or symbols ○ Read, write, compare decimals in scientific notation	○ Specify and explain relationships (e.g., non-examples/examples; cause-effect) ○ Make and record observations ○ Explain steps followed ○ Summarize results or concepts ○ Make basic inferences or logical predictions from data/observation ○ Use models /diagrams to represent or explain mathematical concepts ○ Make and explain estimates	○ Use concepts to solve non-routine problems ○ Explain, generalize, or connect ideas using supporting evidence ○ Make and justify conjectures ○ Explain thinking when more than one response is possible ○ Explain phenomena in terms of concepts	○ Relate mathematical or scientific concepts to other content areas, other domains, or other concepts ○ Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Follow simple procedures (recipe-type directions) ○ Calculate, measure, apply a rule (e.g., rounding) ○ Apply algorithm or formula (e.g., area, perimeter) ○ Solve linear equations ○ Make conversions among representations or numbers, or within and between customary and metric measures	○ Select a procedure according to criteria and perform it ○ Solve routine problem applying multiple concepts or decision points ○ Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps ○ Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) ○ Construct models given criteria	○ Design investigation for a specific purpose or research question ○ Conduct a designed investigation ○ Use concepts to solve non-routine problems ○ Use & show reasoning, planning, and evidence ○ Translate between problem & symbolic notation when not a direct translation	○ Select or devise approach among many alternatives to solve a problem ○ Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze coherence, deconstruct	○ Retrieve information from a table answer a question whether specific is contained in presentations (e.g., h, T-chart, diagram) pattern/trend	○ Categorize, classify materials, data, figures based on characteristics ○ Organize or order data ○ Compare/ contrast figures or data ○ Select appropriate graph and organize & display data ○ Interpret data from a simple graph ○ Extend a pattern	○ Compare information within or across data sets or texts ○ Analyze and draw conclusions from data, citing evidence ○ Generalize a pattern ○ Interpret data from complex graph ○ Analyze similarities/differences between procedures or solutions	○ Analyze multiple sources of evidence ○ analyze complex/abstract themes ○ Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for concepts or solutions ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results	○ Gather, analyze, & evaluate information to draw conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	○ Brainstorm ideas, concepts, or perspectives related to a topic	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one data set, source, or text ○ Formulate an original problem given a situation ○ Develop a scientific/mathematical model for a complex situation	○ Synthesize information across multiple sources or texts ○ Design a mathematical model to inform and solve a practical or abstract situation

○ Explain thinking when more than one response is possible


Mathematics:
Assessment targets are standards cluster headings
ELA/Literacy:
Assessment targets are anchor standards headings

Claim Report

Data indicates the need for differentiated instruction…

Scale Score	Level	Performance Level
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

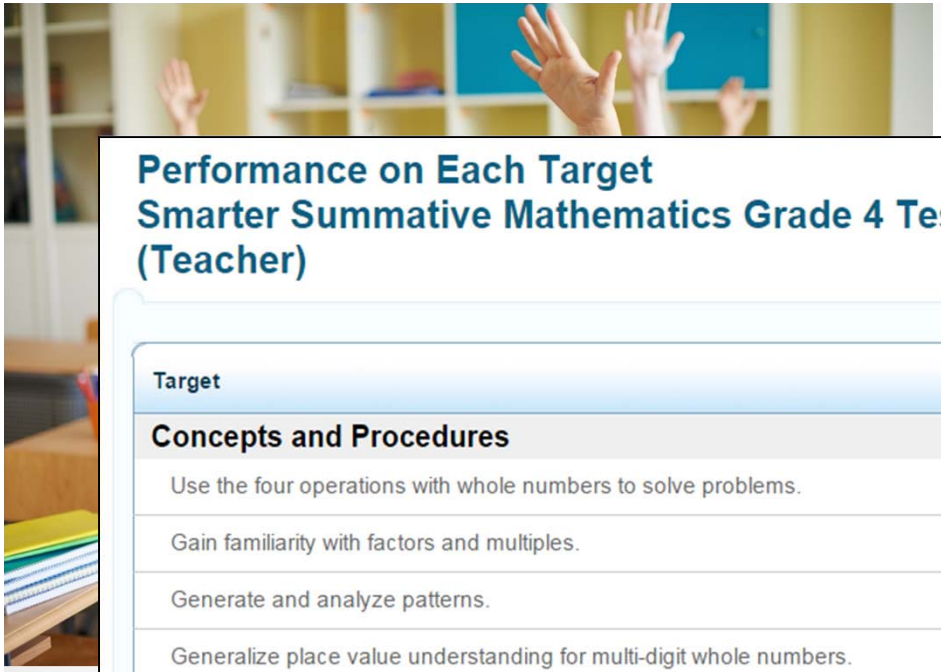
Name	Average Scale Score
Idaho	2566 ±1
KUNA JOINT DISTRICT (003)	2565 ±4
KUNA MIDDLE SCHOOL (003_0013)	2565 ±4
Peterson, April	2576 ±19
Advisory B 9004-15	2576 ±19

Legend:Claims Performance Levels

⚠ Below Standard ⊖ At/Near Standard ✓ Above Standard

From Claim and Target data a teacher may want to:

- Use this data to decide on Interim Assessment Blocks to be given
- Make decisions about spending more or less time on certain blocks of standards



Score Reports

Performance on Each Target
Smarter Summative Mathematics Grade 4 Test for Students in 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

Interim Block Assessments Grade 4 Mathematics

Number of Blocks Tested	Number of Blocks Above Standard	Operations and Algebraic Thinking Performance Level	Numbers and Operations in Base 10 Performance Level	Fractions Performance Level	Mathematics Performance Task Performance Level
1	0	N/A	⚠	N/A	N/A
2	0	⊖	⚠	N/A	N/A
1	0	N/A	⚠	N/A	N/A
2	0	⚠	⚠	N/A	N/A
2	0	⚠	⚠	N/A	N/A
1	0	N/A	⚠	N/A	N/A
1	0	N/A	⚠	N/A	N/A
2	0	⊖	⚠	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⊖	⊖	N/A	N/A
1	0	N/A	⊖	N/A	N/A
1	0	N/A	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⊖	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⊖	⊖	N/A	N/A
2	1	⊖	✓	N/A	N/A
1	1	N/A	✓	N/A	N/A
2	1	⊖	✓	N/A	N/A
2	2	✓	✓	N/A	N/A

Claim Report

Data indicates the need for differentiated instruction…

Scale Score	Level	Performance Level
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

⚠ Below Standard ⊖ At/Near Standard ✓ Above Standard

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**

What this teacher might see from an Interim Assessment Block report…

Number of Blocks Tested	Number of Blocks Above Standard	Read Literary Texts Performance Level	Read Informational Texts Performance Level	Edit/Revise Performance Level	Brief Writes Performance Level	Listen/Interpr Performance Level	Pe
2	1	N/A	✓	⊖	N/A	N/A	
3	3	N/A	✓	✓	N/A	N/A	
3	3	N/A	✓	✓	N/A	N/A	
3	1	N/A	✓	⊖	N/A	N/A	
3	2	N/A	✓	⊖	N/A	N/A	

Decisions to be made

- Interim Item Blocks or Comprehensive?
- Which blocks will be given?
  - Use grade level below for "pre-test"
- When will block or ICA testing occur?
- Test all or some students?
  - Just those at risk?
- Test at, above or below grade level?
  - Higher students take grade-level block assessment as pretest?

You should now understand…

1. Claim and Target Report data can be further understood in the Content and Item Specifications Documents
2. The Digital Library is a source of activities that explicitly teach to certain standards and improve assessment literacy
3. The Interim Assessments can provide additional information to guide instruction.

Overall Premise

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

Parting thoughts

1. System of assessment – Use the system, not just data from one piece
2. Shifts in standards ⇨ shifts in assessment
3. Application of knowledge and skills is about 50% of the standard and hence the assessment

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

Upcoming webinars in this series

The Digital Library: Getting Resources in the Hands of Teachers, Dec. 3
3:00 PM

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

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