Idaho State Department of Education

Accessing Your ISAT by Smarter Balanced Data Using the *Online Reporting System (ORS)*

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At the end of this session, you will..

- Know how to access district data in the Online Reporting System
- Be able to make inferences about the results
- Have ideas /resources for closing the gap

Assessment in Idaho's Public Schools

Philosophy –

Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly **surveying student skill acquisition** as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of **student growth.** The State Board of Education will provide oversight for all components of the **comprehensive assessment program**.

IDAPA 08 02 03 111 01

Purpose of Assessments in Idaho's Public Schools

- Measure and **improve student achievement**
- Identify areas needing intervention and remediation, and acceleration
- **Inform parents and guardians of their child's progress**
- Provide comparative local, state and national data regarding the achievement of students in essential skill areas
- Identify performance trends in student achievement across grade levels tested and **student growth over time**

- **IDAPA 08 02 03 111 02**

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

DEPARTMENT OF EDUCATION
STATE OF IDAHO

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

Note. Sourced from *Interim assessment practices and avenues for state involvement* by the TILSA SCASS Interim Assessment Subcommittee, 2008, p. 4.

Although data from all three kinds of assessment can be used to improve teaching and learning, Marshall (2006) argues that interim assessment presents the most powerful entry point for principals to work to improve instruction and boost student achievement.

Summative Assessment

Statewide summative assessments are given at the conclusion of each grade and are evaluative and not necessarily diagnostic. They are used to determine large scale learning progress, evaluation of educational programs, progress toward improvement and make comparisons.

Questions typically answered with summative assessment data

- Which schools are performing at or near the expected proficiency percentages? Which are not?
- How do our schools perform when compared to the state as a whole? To other districts?
- Which groups are showing the desired growth? Which are not?
- What patterns do we notice across the district?
- What inferences can we draw from demographic groups?
- Should we be emphasizing Math or ELA improvement?

Interim Assessment

CCSSO defines Interim Assessments as, "Assessment administered multiple times during a school year, usually outside of instruction, to evaluate students' knowledge and skills relative to specific set of academic goals in order to inform policymaker or educator decisions at the student, classroom, school, or district level."

Questions typically answered with interim assessment data

- How are schools, grades, classrooms doing in relation to the end goal?
- How are students doing on a particular set of standards?
- What patterns do we notice across the district? School? Grade? Class?
- What is the range of student scores?
- What conclusions can we draw from demographic group data?
- Is curriculum having the desired affect?

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.

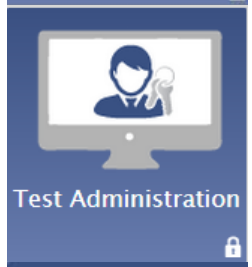
Online Reporting System (ORS)

TIDE

- Prepare for the testing
- Set up users, students, rosters

TDS

- Deliver the assessments



THSS

- Score responses (Interim only)

ORS

- View data/access reports

Interim Assessments

Common Features of IAB and ICA

- AVA – Assessment Viewing Application
- Optional
- Grade flexibility
- Non-secure
- Fixed format

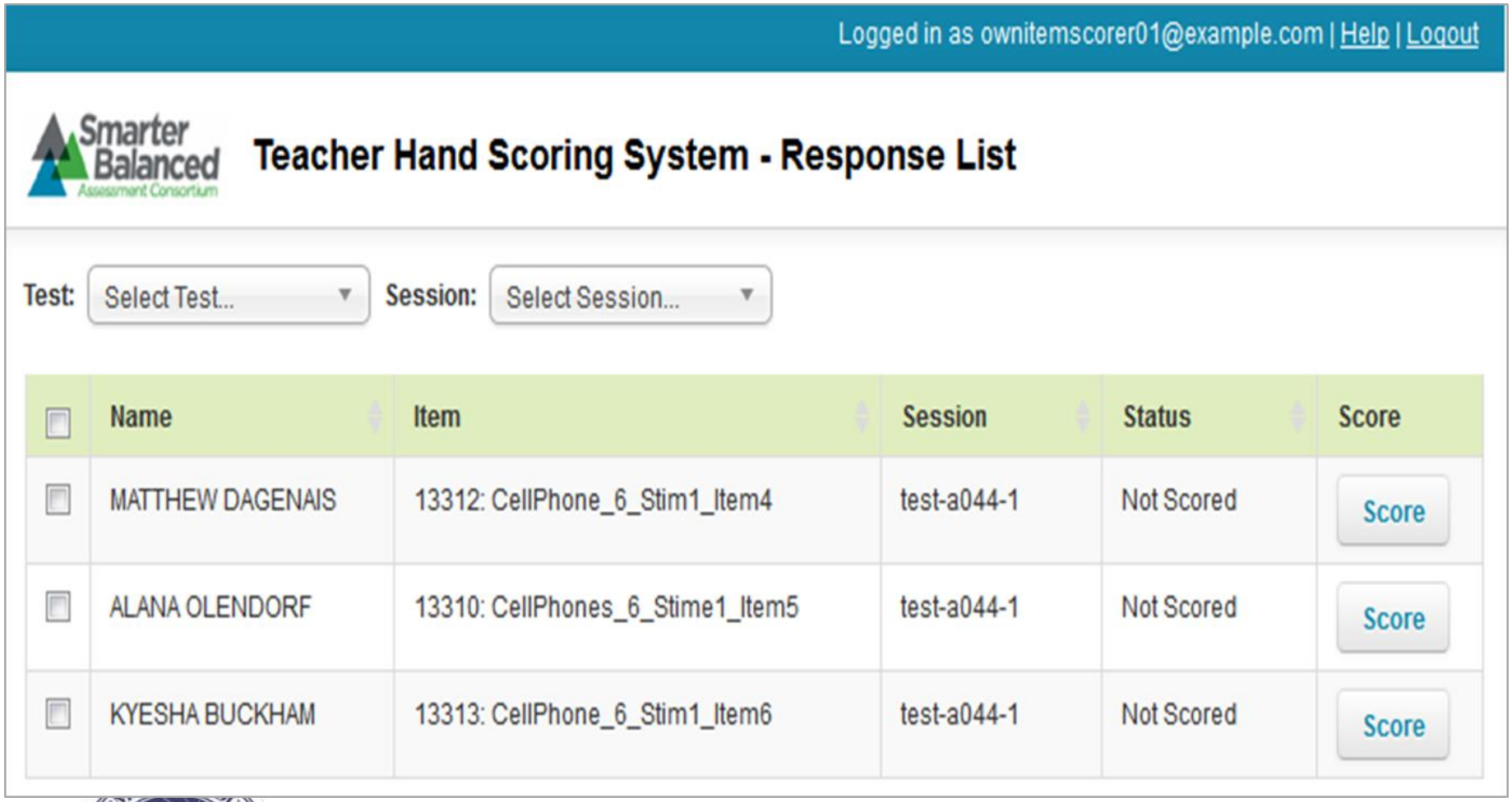
Interim Assessment Blocks

- 5-10 blocks per grade
- 15 Items per block
- Group of standards
- Reported as Below, At/Near, Above Standard

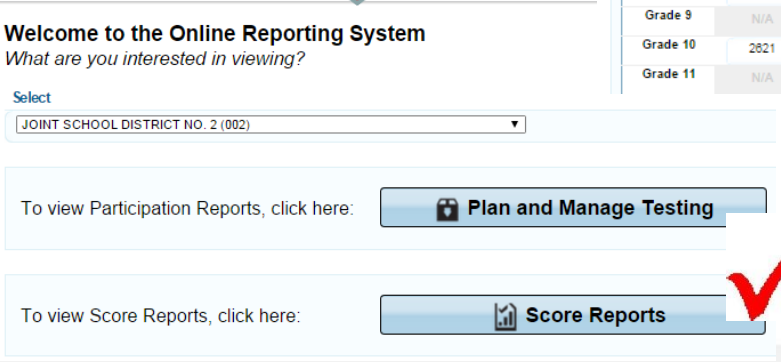
Interim Comprehensive Assessment

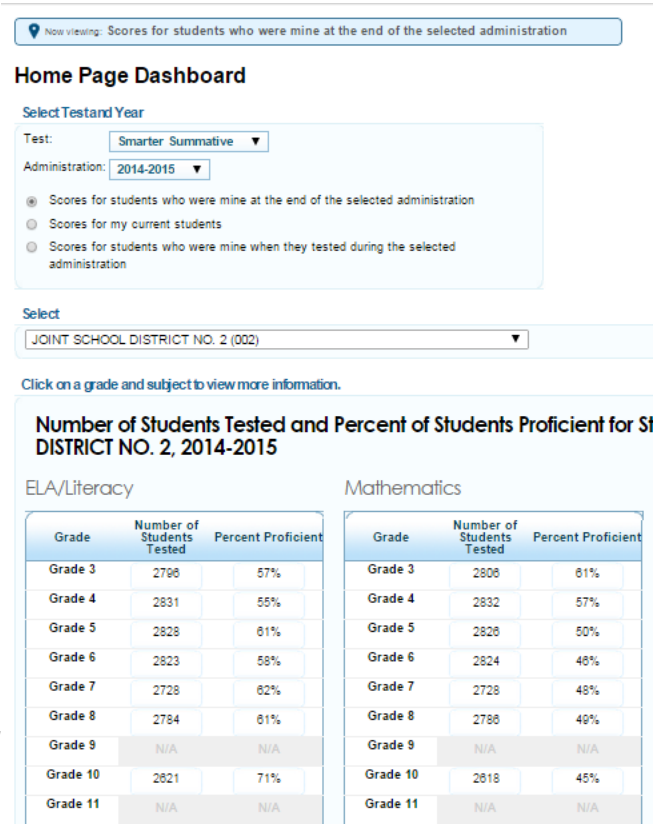
- Same test blueprint and items
- Performance Task
- Some items teacher scored in THSS
- Same claims and standards as summative

TEACHER HAND SCORING SYSTEM (THSS)



1) **Go to the Portal idaho.portal.airast.org**
2) **Select role, then ORS**
3) **Choose SCORE REPORTS**
4) **Select a test, year, which students, grade and content area**

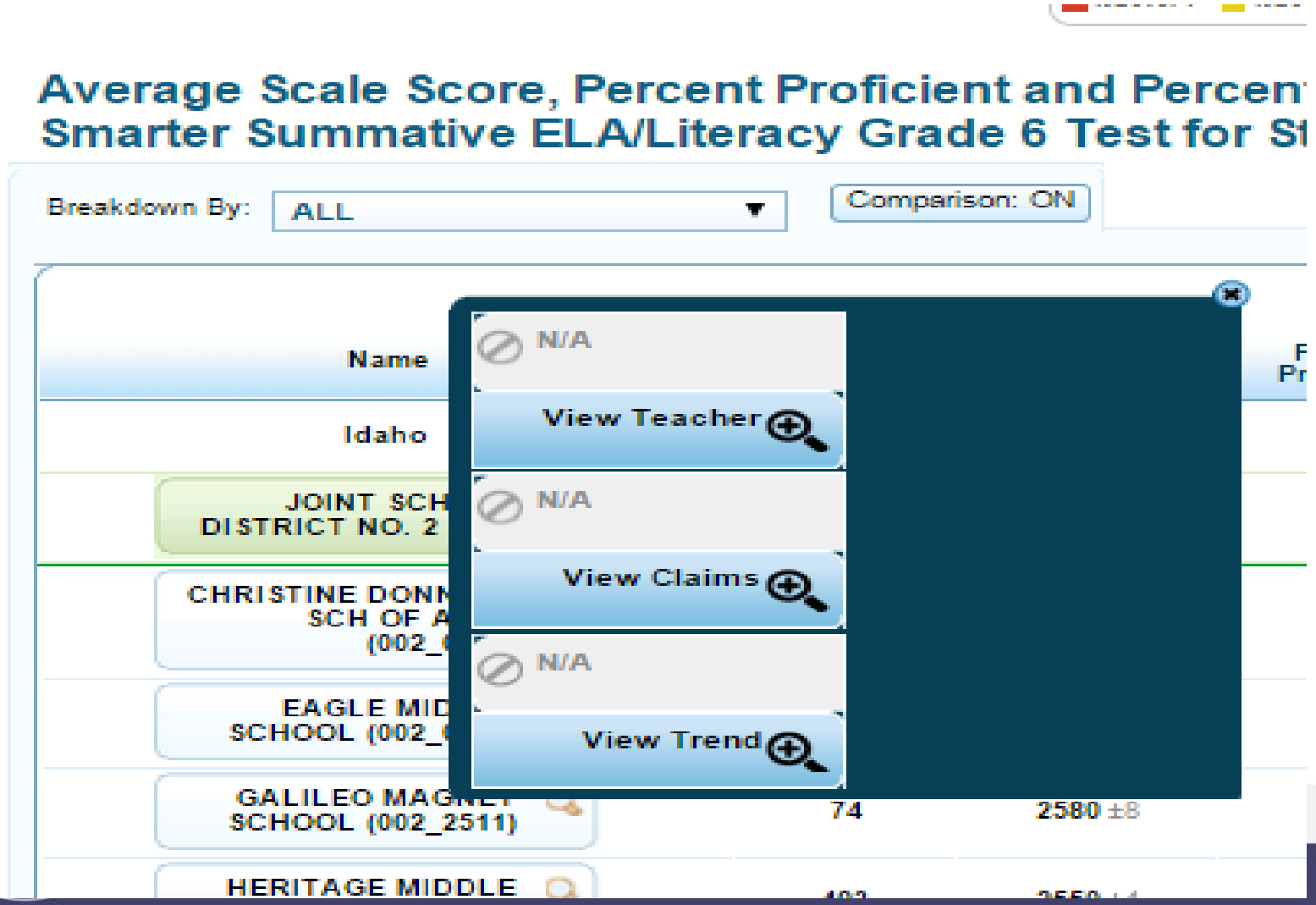




Summative Assessment
Average Scale Score, Percent Proficient and Percentage in Each Achievement Category Smarter Summative ELA/Literacy Grade 6 Test for Students in ….

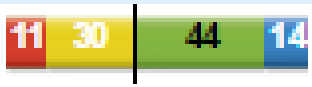
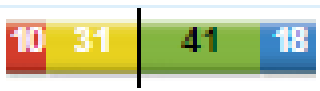
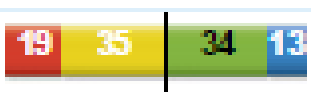
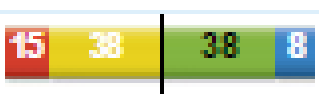
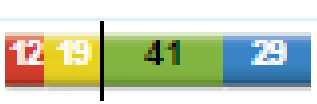
Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
21505	2524 ±1	49	22 30 35 14
2823	2541 ±2	58	15 27 41 17
57	2561 ±10	74	9 18 54 19
392	2547 ±4	60	15 26 39 21
74	2580 ±8	82	5 12 54 28
403	2550 ±4	63	13 24 43 20
29	2564 ±12	72	7 21 55 17

1. Click on school
2. View teachers at the school or
3. Claims
4. Trend (only available if students took the ICA)



1. Click on school- 2. View teachers

*this shows 8 teachers of the same grade at this school

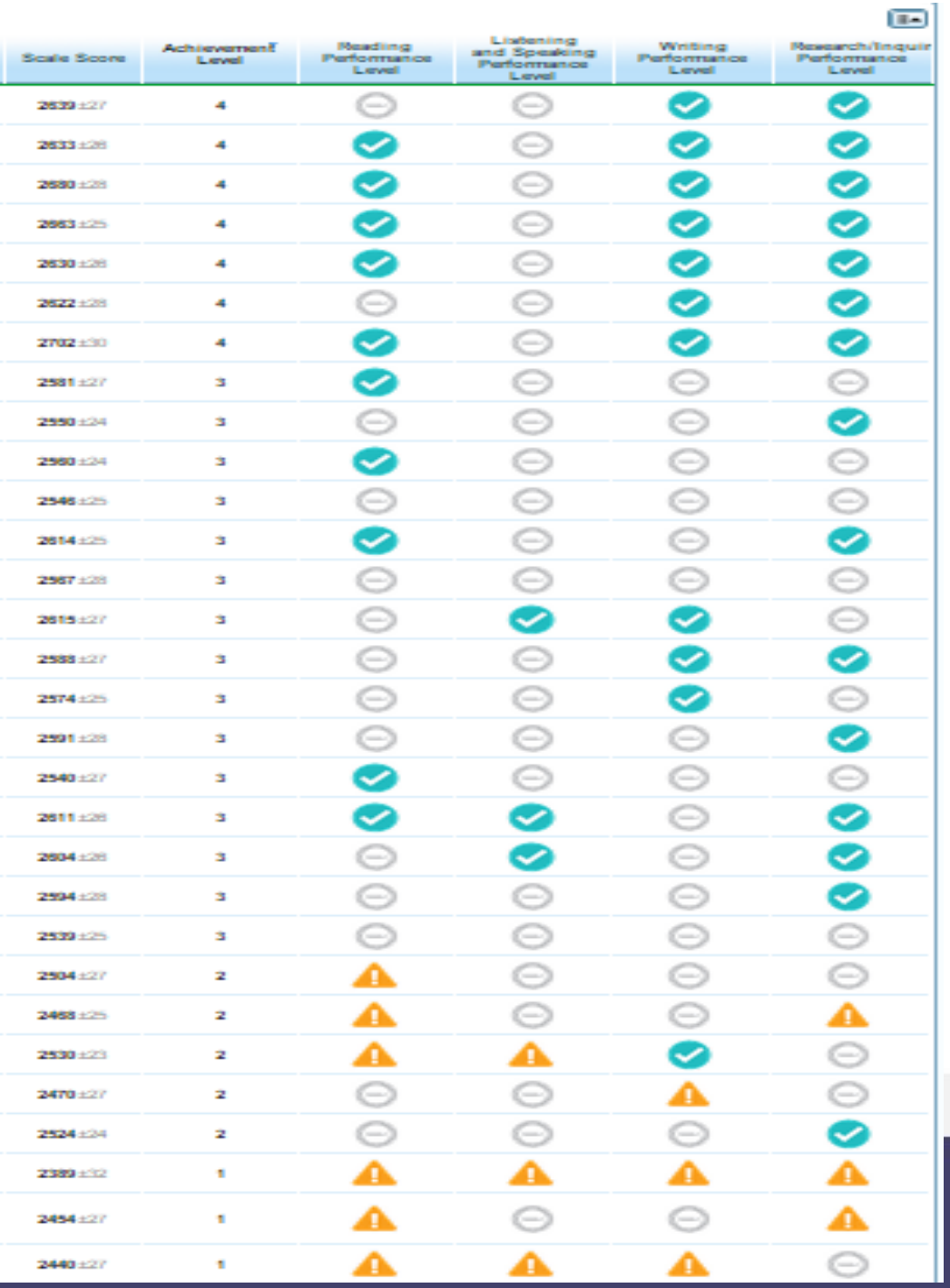
Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
23	2656 ±9	100	
105	2548 ±7	58	
99	2542 ±9	58	
176	2550 ±6	59	
231	2526 ±5	47	
13	2525 ±22	46	
156	2544 ±6	60	
108	2566 ±8	69	

3. View Claims

Name	Number of Students	Average Scale Score	Percent Proficient	Claims	Percentage in Each Claims Performance Level
Idaho	21505	2524 ±1	49	**ELA/Literacy**	
				Reading	31 51 19
				Listening and Speaking	15 70 15
				Writing	27 52 21
				Research/Inquiry	14 62 24
JOINT SCHOOL DISTRICT NO. 2 (002)	2823	2541 ±2	58	**ELA/Literacy**	
				Reading	23 54 23
				Listening and Speaking	11 71 17
				Writing	21 53 26
				Research/Inquiry	10 58 31
EAGLE MIDDLE SCHOOL (002_0106)	392	2547 ±4	60	**ELA/Literacy**	
				Reading	22 50 28
				Listening and Speaking	12 75 13
				Writing	21 51 28
				Research/Inquiry	9 54 37

Legend:Claims Performance Category

%Below Standard %At/Near Standard %Above Standard



Scale Score	Achievement Level	Reading Performance Level	Listening and Speaking Performance Level	Writing Performance Level	Research/Inquiry Performance Level
2639 ±27	4	⊖	⊖	✓	✓
2633 ±28	4	✓	⊖	✓	✓
2630 ±28	4	✓	⊖	✓	✓
2663 ±25	4	✓	⊖	✓	✓
2630 ±28	4	✓	⊖	✓	✓
2622 ±28	4	⊖	⊖	✓	✓
2702 ±30	4	✓	⊖	✓	✓
2581 ±27	3	✓	⊖	⊖	⊖
2550 ±24	3	⊖	⊖	⊖	✓
2560 ±24	3	✓	⊖	⊖	⊖
2546 ±25	3	⊖	⊖	⊖	⊖
2614 ±25	3	✓	⊖	⊖	✓
2567 ±28	3	⊖	⊖	⊖	⊖
2615 ±27	3	⊖	✓	✓	⊖
2588 ±27	3	⊖	⊖	✓	✓
2574 ±25	3	⊖	⊖	✓	⊖
2591 ±28	3	⊖	⊖	⊖	✓
2540 ±27	3	✓	⊖	⊖	⊖
2611 ±28	3	✓	✓	⊖	✓
2604 ±28	3	⊖	✓	⊖	✓
2594 ±28	3	⊖	⊖	⊖	✓
2539 ±25	3	⊖	⊖	⊖	⊖
2504 ±27	2	⚠	⊖	⊖	⊖
2488 ±25	2	⚠	⊖	⊖	⚠
2530 ±23	2	⚠	⚠	✓	⊖
2470 ±27	2	⊖	⊖	⚠	⊖
2524 ±24	2	⊖	⊖	⊖	✓
2389 ±32	1	⚠	⚠	⚠	⚠
2454 ±27	1	⚠	⊖	⊖	⚠
2440 ±27	1	⚠	⚠	⚠	⊖

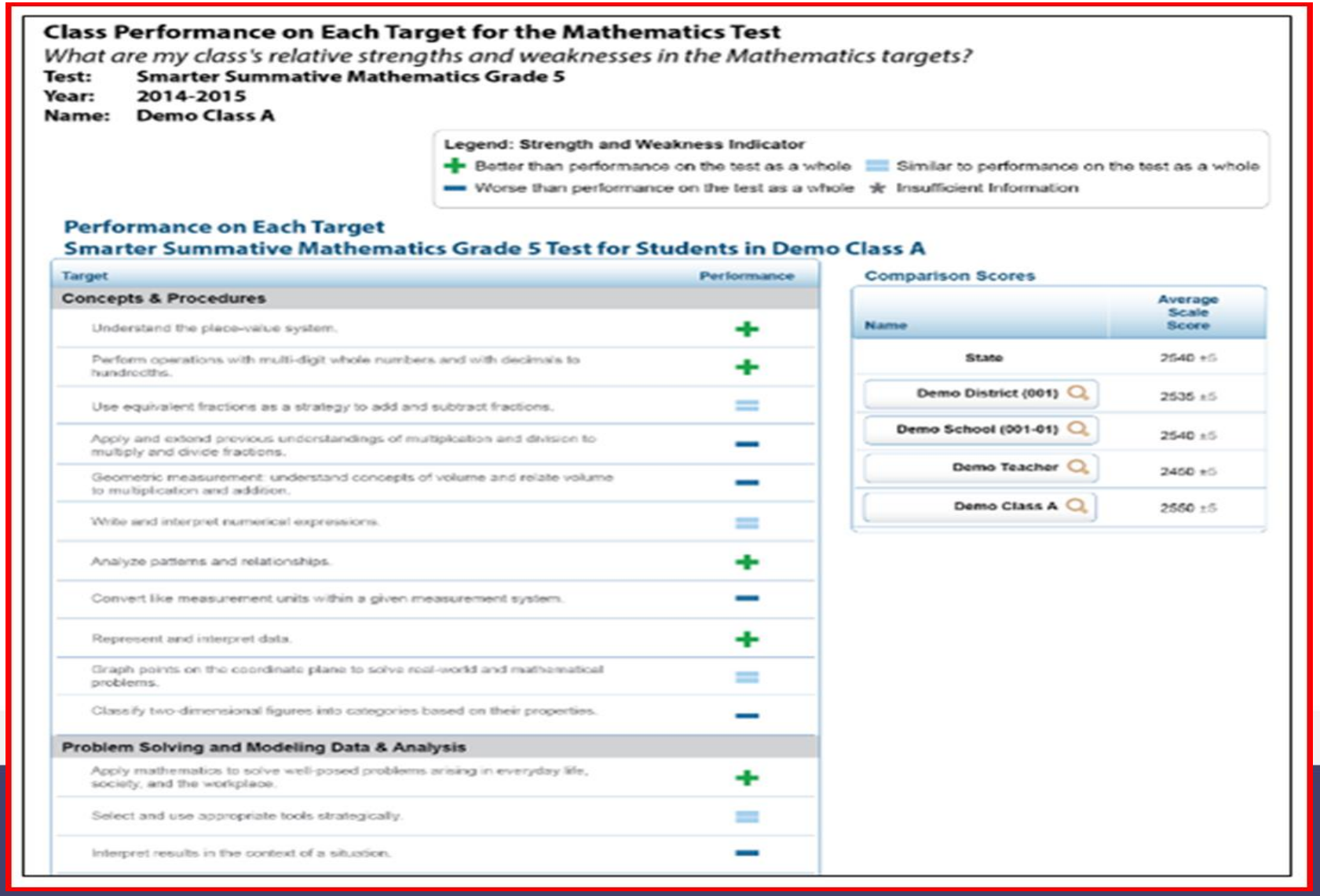
A look at Achievement Level and Claim Performance for a class of a particular teacher

- Click on School, Select View Teacher
- Select Teacher and then Roster
- Click on Roster and then View Roster
- Click on Roster and View Student
- Roster and View Claims

There are different click paths
Click at the top of any column to sort

Score Report Assessment Targets

Claims: 3 in Math; 4 in ELA/Literacy
Classroom report: Assessment Targets



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

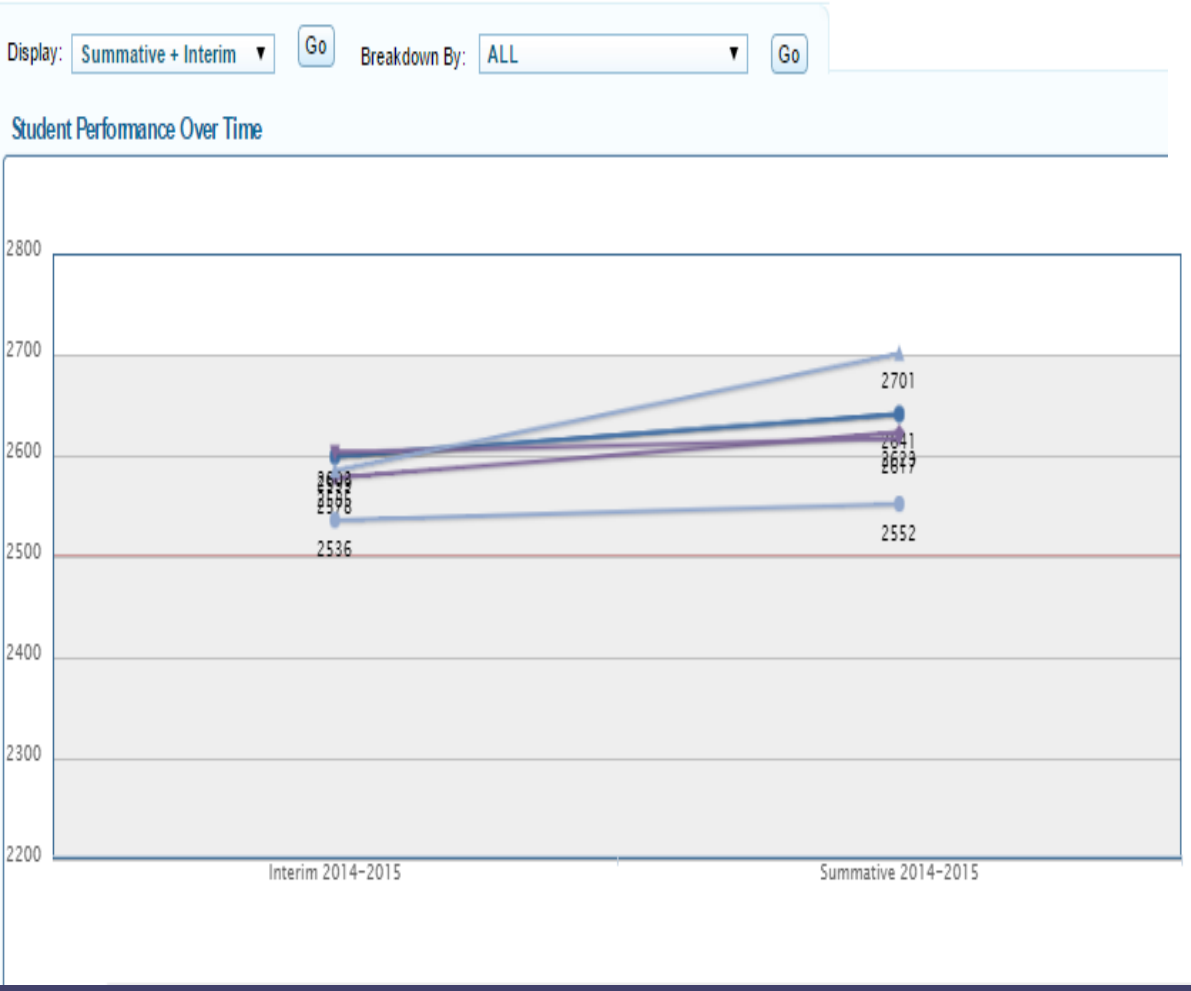
Target	Performance
Concepts & Procedures	
Understand the place-value system.	+
Perform operations with multi-digit whole numbers and with decimals to hundredths.	+
Use equivalent fractions as a strategy to add and subtract fractions.	=
Apply and extend previous understandings of multiplication and division 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	2460 ±5
Demo Class A	2560 ±5

4. View Trend (ICA to Summative)
Click on school, teacher, view trend

Interim 2014-2015	Summative 2014-2015
2599	2641
2578	2623
2603	2617
2536	2552
2585	2701



Selected students improved from 14 to 45 points

Now What?
How can students, teachers and leaders affect this data moving forward?

The Key

Teachers should elicit the same evidence in the classroom as is called for in the standards/ assessment.

Claims and Targets

Claims:
Broad Statements of the Assessment Systems Learning Outcomes

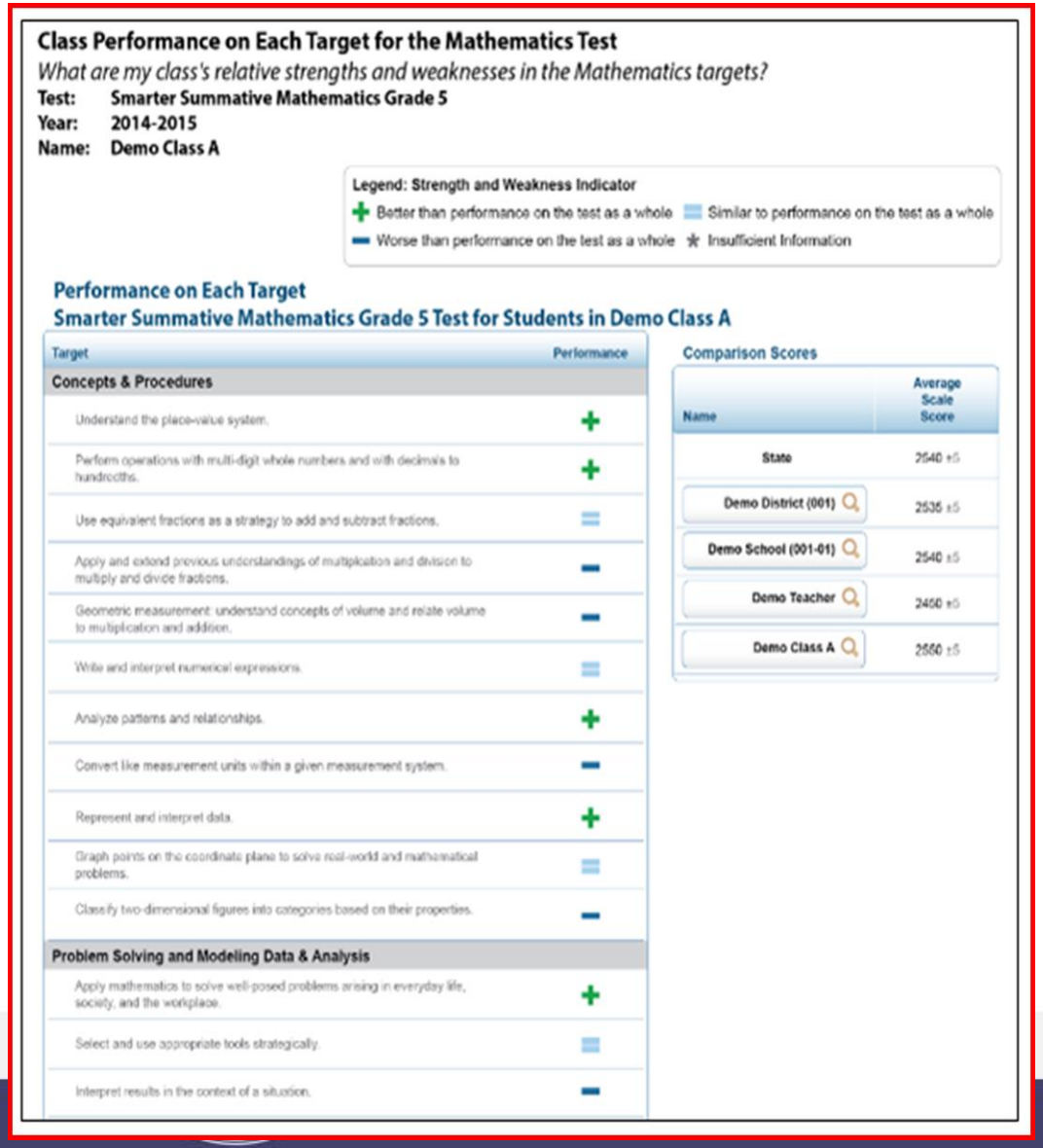
Assessment Targets:
Descriptions of the evidence needed to prove the claim.

Content and Item Specifications

Content Specifications:
Bridge between the standards, the assessment and instruction

Item Specifications:
Translate the content into actual items and tasks.

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	2560 ±5

Claims:

-Three in Math
-Four in ELA/Literacy

Classroom report:
Assessment Targets

Content Specs Document

Geometry

Target J [a/s]: Graph points on the coordinate plane to solve real-world and mathematical problems. (DOK 1)
Tasks for this target ask students to plot coordinate pairs in the first quadrant. Some of these tasks will be created by pairing this target with 5.OA Target B, which would raise the DOK level.

Target K [a/s]: 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.

CCSS Document 5.G.B. 3 and 4

Classify two-dimensional figures into categories based on their propertie

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.

CCSS.MATH.CONTENT.5.G.B.4
Classify two-dimensional figures in a hierarchy based on properties.

Grade 5 Mathematics Item Specification C1 TK

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.3, 5.G.4	**5.G.B Classify two-dimensional figures into categories based on their properties.** **5.G.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.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.2, 4.G.3 6.G.A, 6.G.1, 6.G.3, 6.G.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.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.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.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.3** Draw polygons in the coordinate plane given the coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Item Specs:

Task Models, Standards at grade level, above and below grade levels, Depth of Knowledge, Vocabulary

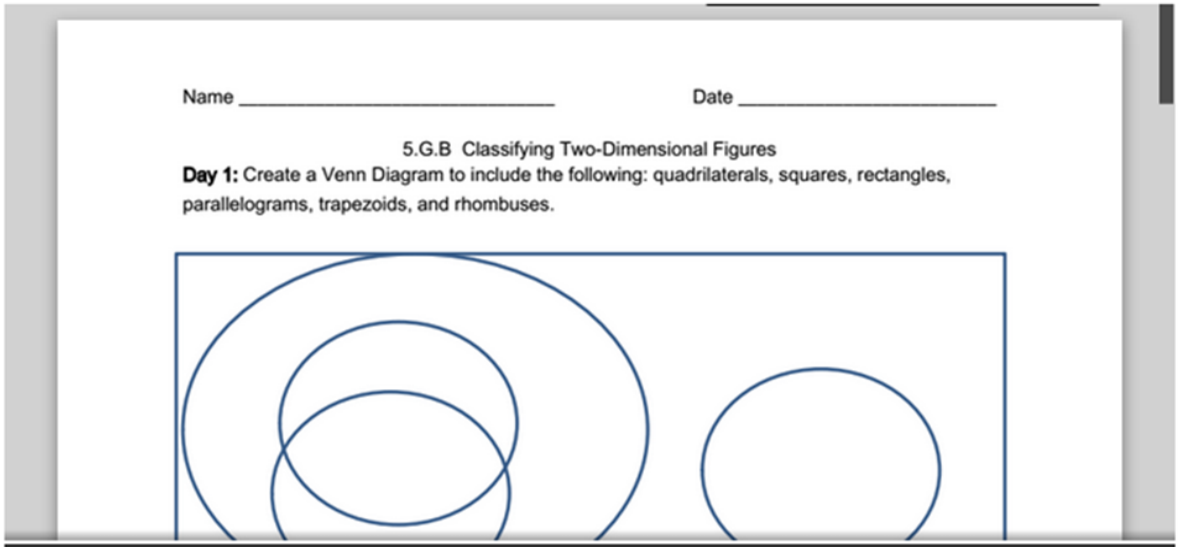
Properties Of Quadrilaterals

INSTRUCTIONAL RESOURCE

Unfavorite

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

Contributor: Candice Dellinger



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

Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Use explicit details and implicit information from texts to support answers or inferences about information presented	=
(Informational Text) CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics	=
(Informational Text) WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)	=
(Informational Text) REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas)	=
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic)	*
(Informational Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures to compare or connect information across texts	=
(Informational Text) LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms) use of literary devices or connotative meanings of words and phrases used in context	+
(Literary Text) KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information	=
(Literary Text) CENTRAL IDEAS: Identify or summarize central ideas/ key events	=
(Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)	=
(Literary Text) REASONING & EVIDENCE: Use supporting evidence to justify interpretations (theme, events, conflicts/challenges, setting, character development/ interactions, point of view)	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events)	*
(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze interpret, or connect information within a text	-
(Literary Text) LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context	=

Reading (CLAIM 1) Assessment Targets

Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information. **Gr. 5 Standards: RI-1, RI-5, RI-7** (DOK 2, DOK 3) **RI-1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI-5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in	**Grade 5** two or more texts. **RI-7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Content Specifications Documents further describe evidence

- Standards
- DOK

English Language Arts Specification: Grade 5 Claim 1 Target 13

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 13: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts.	
Clarifications	Item must require **students** to analyze the structure or features of a text. This could refer to an author's decisions about the overall/external structure of the text such as use of sections or chronological order. This could also refer to the author's decision about the internal structures such as opening, closure, or presentation of facts. Students must consider how these structures **impact** meaning or presentation. Students may also be required to apply reasoning to justify their analysis by identifying supporting evidence within the text. Items should **go beyond** asking students to identify the way in which a text is structured. Use "text" in the stem when referring to the stimulus.
Standards	RI-5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
DOK/Difficulty Levels/ Cognitive Complexity	DOK 2, DOK 3
Stimuli/Passages	Three basic categories for informational text include literary nonfiction, historical/social studies, and scientific/ technical texts. Informational text includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.
Stimuli/Text Complexity	Texts may be of low to high complexity at grade level. Texts must be rich with external text structures (i.e., sections, chronology, general passage structure) and internal structures (i.e., introduction, conclusion, presentation of facts or events) in order to support meaningful analysis. Clarification for Dual-Text Stimuli: • When a dual-text stimulus contains two informational texts, items can focus on either text and must include items across texts. • When a dual-text stimulus contains one informational and one literary text, **all** items **must** focus on the informational text, and must include items written across both texts. The literary text **must only** be used as a foundational piece for the set of items, and no items can be written for **only** the literary text.

English Language Arts Specification: Grade 5 Claim 1 Target 13

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2,3**	**Stimulus:** Texts may be of low to high complexity at grade level. Texts must be rich with external text structures (i.e., sections, chronology, general passage structure) and internal structures (i.e., introduction, conclusion, presentation of facts or events) in order to support meaningful analysis. **Task Description:** The **item stem** will prompt the selection of a statement that requires the student to analyze, interpret, or connect ideas regarding the text structure or features. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. **Appropriate Stems:** • What effect does [description of text structure/format/feature] have on the meaning of the text OR reader's understanding of [element affected by structure]? • What is the **most likely** reason the author [used/included] [description of text structure/format/feature] in the text? • The author [used/included] [description of text structure/format/feature]. What is the **most likely** reason why the author wrote the text this way? • How does the [first/second/third/last paragraph] OR the [paragraph about [content in text] [add to/affect] [element affected by structure, such as central idea, presentation of information, or events]? **Note:** The item should not require the student to count beyond the third paragraph. The item could include an excerpt from the text if necessary.

Cognitive Rigor Matrix

ss Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Blooms Cognitive Process Dimensions – *Math/Science*

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/observations ○ 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 Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	○ Retrieve information from a table or graph to answer a question ○ Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) ○ Identify a 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

REMINDERS

1. All AIR systems will close August 6th end of day
2. TIDE opens August 21
3. August 26 TDS and tests (exc summative) are available
4. THSS opens August 27
5. AVA available August 28
6. ORS available August 31

All TAs will be required to go through the TA training module individually before proctoring the math and ELA assessments in Spring 2016

Questions

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