# SBAC Informational Workshop

Presented by:
Iuliana Roata
& Rachael Wiggins

### **Overview**

- What this state test means for your child
- What your child can expect
- Ways to support your child
- How to interpret test results
- Additional resources for families



### **SBAC**= Smarter Balanced Assessment Consortium

### What are the SBAC tests?

Smarter Balanced assessments are computer adaptive tests designed to measure students knowledge and abilities with the common core standards.



# Why Test?

Required by the CSDE

Aiming for 95%+ participation rate



• Data from the 21-22 administration allows us to restart the academic growth measure with the 22-23 school year





Students in Grades 3–8 take Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests.

- 1. Computer Adaptive Test
- Short-answer, multiple-choice questions, and interactive test items
- Questions adjust to each student's ability
- 1. Performance Task (\*Math only)
- Longer multi-step questions, including essays
- Students solve real-world problems



# What Do the English Language Arts Tests Measure?

- Can students read closely to understand different types of texts?
- •Can students write effectively citing evidence from the text in their responses?
- Can students **listen effectively** for different purposes?
- Can students use **research skills** to investigate topics, and analyze, integrate, and present information?

### What Do the Mathematics Tests Measure?

- Can students explain and use math concepts to solve problems?
- Can students solve math problems using their knowledge of concepts and **problem solving** strategies?
- Can students explain, justify, illustrate, or defend their reasoning about a solution to a problem and be able to look at other solutions to do the same?
- Can students solve problems by using math models to represent a situation and interpret information from the problem to solve the problem?

### **Does This Look Familiar?**



### What's Different About These Tests?

- 1. The new tests go beyond a paper-and-pencil test.
- 2. Computer-Based Tests have:
- Interactive test items: i.e., matching, complete a table with missing information, click and drag
- Accessibility features and supports: built-in accommodations aligned to the student's Individualized Education Program (IEP)
- Computer Adaptive Test: Questions adjust to each student's ability

# **Example from an old CMT Grade 5 Math test**

Which equation is true?

$$2\frac{1}{6}$$

$$+ 3\frac{4}{6}$$

**A.** 
$$6\frac{5}{6}$$

**B.** 
$$5\frac{5}{6}$$

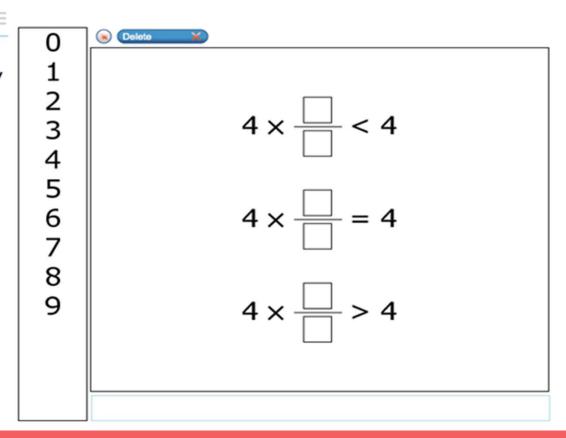
C. 
$$5\frac{5}{12}$$

**D.** 
$$1\frac{1}{2}$$

### **Example from SBAC Grade 5 Math**

17

Drag one number into each box to create a fraction that correctly completes each statement.

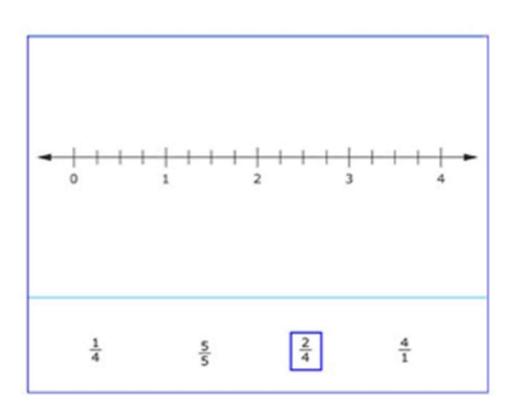


# Sample Grade 3 Math Test Item

15



Drag each fraction to the correct location on the number line.



### Sample Grade 3 ELA Test Items

Which sentence from the passage supports the idea that the Coleman brothers have experience with making maple syrup?

- (A) "The Coleman brothers—Nelson, Ralph, and Harold—step out their front door in Vermont."
- (B) "As they pass 75-year-old sugar-maple trees, sap drips from holes in the trees into metal buckets."
- © "Every spring, the Colemans tap holes into sugar-maple trees, then hang a bucket under each hole to catch the sap."
- They don't worry too much about why the sap is running in their trees this morning."

# Sample Grade 3 ELA Test Items

What is the most likely reason the author included the legend in the

| passage? Pick two choices. |   |  |  |  |
|----------------------------|---|--|--|--|
|                            | to make the idea of tasting sap seem fun                                |  |  |  |
|                            | to provide details about the Iroquois way of life                       |  |  |  |
|                            | to explain how people discovered how to make syrup                      |  |  |  |
|                            | to show sap has been used to make syrup for many years                  |  |  |  |
|                            | to provide information that shows that sap is a good sweetener for food |  |  |  |
|                            | to show how the Iroquois used to make syrup and how syrup is made today |  |  |  |



### **Built-in Supports and** Accommodations

- Breaks
- Calculator
- Digital notepad
- English dictionary Strikethrough
- English glossary
- Expandable passages
- Global notes
- Highlighter
- Keyboard

- navigation
- Mark for review
- Spell check
- Writing tools
- Zoom

- Color contrast
- Masking
- Text-to-Speech
- Translated directions
- Stacked translations
- ASL
- Braille
- Closed captions
- Text-to-speech

### When will the tests be administered?

| Grade | English/Language<br>Arts              | Math             |
|-------|---------------------------------------|------------------|
| 5     | NGSS : April 27 & 28<br>LA: May 2 & 3 | May 4 to May 8   |
| 4     | May 9 & May 10                        | May 11 to May 15 |
| 3     | May 16 & May 17                       | May 19 to May 23 |

# **How Long Will the Tests Take?**

SBAC tests are <u>untimed</u>. Students can take as much time as they need to finish. This allows students to think critically, explore, read carefully, and write a well-thought response.



Table 3. Estimated Testing Times for Smarter Balanced Summative Assessments

| Content Area             | Grades | Computer<br>Adaptive Test<br>(CAT)<br>Hours : Minutes | Performance<br>Task (PT)<br>Hours : Minutes | Total Time<br>Hours : Minutes |
|--------------------------|--------|---|---|-------------------------------|
| English                  | 3–5    | 1:30  | -   | 1:30                          |
| Language<br>Arts         | 6–8    | 1:30  | _   | 1:30                          |
| Mathamatica              | 3–5    | 1:30  | 1:00  | 2:30                          |
| Mathematics              | 6–8    | 2:00  | 1:00  | 3:00                          |
| Both English<br>Language | 3–5    | 3:00  | 1:00  | 4:00                          |
| Arts and<br>Mathematics  | 6–8    | 3:30  | 1:00  | 4:30                          |

These estimates do not account for any time needed to start computers, load secure browsers, and log in students, and they do not account for breaks. Test Examiners should work with Test Coordinators to determine precise testing schedules.

### **Test Security**

Breaches of test security include, but are not limited to:

- Use of digital devices (i.e. apple watches, mobile phones etc.)
- Sharing of information on social media

All students must use district devices for testing.



# How Can I Help My Child At Home?

- Have your child read a variety of materials at home including **fiction** and **informational (non-fiction)** texts.
- Involve learning in everyday activities such as cooking or shopping.
   Ask children to express opinions and back their views.
- Review a practice test with your child:

### https://practice.smarterbalanced.org/student/







### How Can I Help My Child Right Before the Tests?

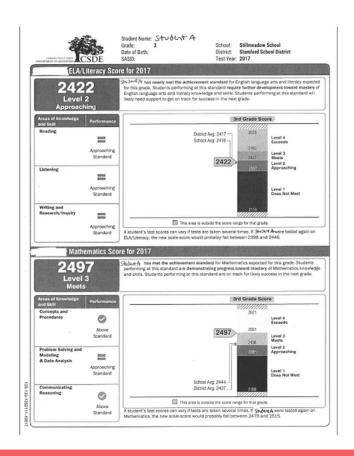
- Make sure your child gets a good night's sleep and eats a good breakfast.
- Encourage your child to do his/her best.
- Assure your child that he/she will have enough time to finish.







### How Do I Interpret the Test Results?





Date of Birth:

District: Stamford School District

### Connecticut Smarter Balanced Summative Assessment Results

The 2017 Connecticut Smarter Balanced Summative Assessments are administered to students in grades 3-8 in English Language Arts (ELA)/Literacy and Mathematics. This report shows \$4.44 AC achievement on assessments based on the Connecticut Con-Standards, which define learning expectations for what students should know and be able to do at each grade level.

Connecticut has a comprehensive plan for college and career readiness that includes challenging academic standards and assessments to measure student progress. Results from the Connectiont Smarter Balanced Summative Assessments are only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school

Overall scores from ELA/Literacy and Mathematics tests are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging yet reasonable, expectation for Connoction students.

### English Language Arts/Literacy

Stubut-A-S overall ELA/Literacy scale score is reported as well average scale scores are also reported for comparative purposes. The ELA/Literacy test assesses mastery of grade-level English language arts and Literacy in three areas of knowledge and skills aligned to the Connecticut Core

### Three Areas of Knowledge and Skills

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts

Students can employ effective speaking and listening skills for a range of purposes and audiences

### Writing and Research/Inquiry

Students can strengthen writing by revising, editing, and rewriting a range of text. Students can also analyze and integrate evidence-based information to support analysis and

Shakat A Soverall Mathematics scale score is reported as district average scale scores are also reported for comparative purposes. The Mathematics test assesses mastery of gradelevel Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

### Three Areas of Knowledge and Skills

### Concepts and Procedur

Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

### Problem Solving and Modeling & Data Analysis

Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning

### Frequently Asked Questions

Each area is based on a summary

### What are the ELA/Literacy and Mathematics Where can I find more information about the Areas of Knowledge and Skills? Where Balanced Assessment System?

Information about the Smarter Balanced Assessment System is available at

### How Will Scores Be Used To Help Your Child?

- Test results will allow parents, teachers, and students to know whether students are on track each year.
- Results provide an annual snapshot of student achievement that should be used along with other information such as class work and other tests when making educational decisions.
- Results are not a sole measure of student achievement, program evaluation, or school, district, and state accountability systems.

### Where Can I Learn More Information?

Most of the training resources for students and families can be found on the TIDE website.

https://ct.portal.cambiumast.com/resources/students-families

- PTA Parent Guides to Student Success
  - Parents' Guides to Student Success Family Resources | National PTA
- Smarter Balanced Website, family page
  - **SBAC Parent Page**
- Bealearninghero.org
- Connecticut State Department of Education, CT Core Standards website, family page
   CT Core Standards
- Connecticut State Department of Education, Student Assessment
  - Regional Behavioral Health Action Organizations RBHAOs



## Any questions?



### If you have any questions, please contact:

Iuliana Roata, <u>iroata@stamfordct.gov</u> (203) 977-4333

Rachael Wiggins, rwiggins@stamfordct.gov (203) 977-6631