



# Smarter Balanced Implementation Update

## California School Board Association Delegate Assembly Meeting

May 16, 2015

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CALIFORNIA DEPARTMENT OF EDUCATION  
Tom Torlakson, State Superintendent of Public Instruction



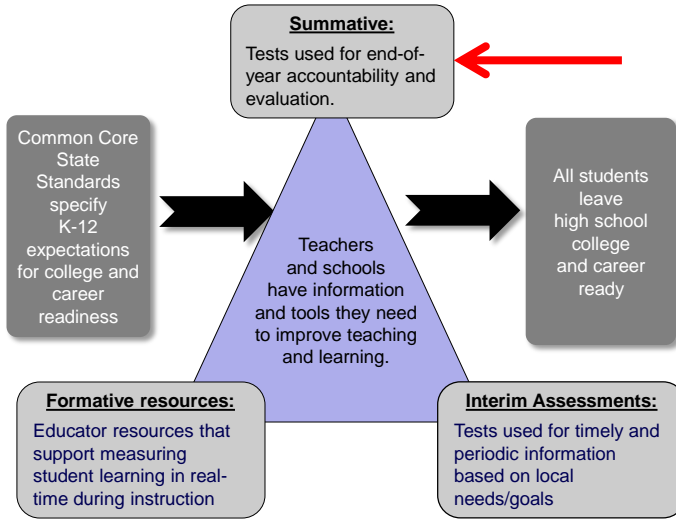
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## Topics

- Smarter Balanced Summative Assessment
  - Status of Spring 2015 administration
  - Electronic (preliminary) results
  - Paper reports and data files
- Interim Assessment Status and Resources
- Digital Library Status and Resources



Field Test ----- Full Implementation



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of Public Instruction

## Summative Test Administration

	Number
Local educational agencies where testing has begun:	1,594
Number of students that have started a summative assessment:	2,651,161
ELA summative assessments completed:	1,648,008
Mathematics summative assessments completed:	1,474,949
Highest number of test-takers logged on at one time:	311,000



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## Summative Test Results

Preliminary results available electronically from the Online Reporting System (ORS) include:

- Student results
- Aggregate results
- Comparisons to school, district, state results

Individual Student Report (ISR) results (paper reports)

Electronic data file (as in the past)

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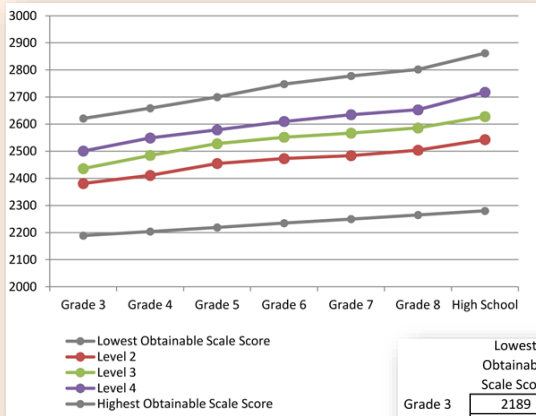
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## Summative Assessment Scores

- Overall score on scale (approximately 2,000 to 3,000)
- Achievement levels
  - Level 1. Standard not met
  - Level 2. Standard nearly met
  - Level 3. Standard met
  - Level 4. Standard exceeded
- Claims
  - △ Below standard
  - ⊖ At or near standard
  - ✓ Above standard

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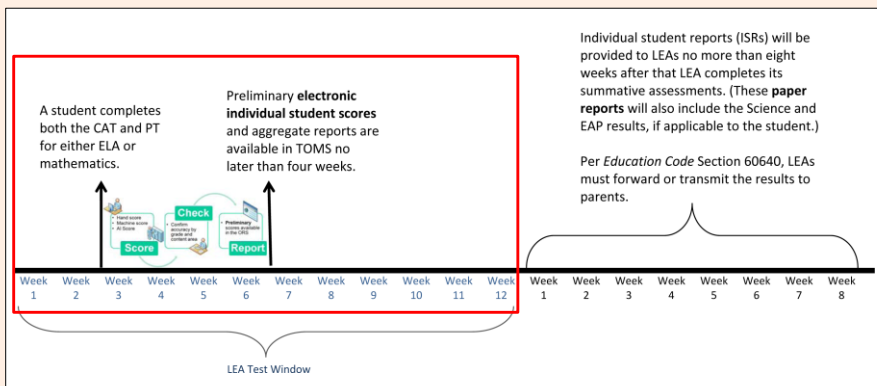
# Mathematics Scale Score Thresholds



	Lowest Obtainable Scale Score	Level 2	Level 3	Level 4	Highest Obtainable Scale Score
Grade 3	2189	2381	2436	2501	2621
Grade 4	2204	2411	2485	2549	2659
Grade 5	2219	2455	2528	2579	2700
Grade 6	2235	2473	2552	2610	2748
Grade 7	2250	2484	2567	2635	2778
Grade 8	2265	2504	2586	2653	2802
High School	2280	2543	2628	2718	2862

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# Summative Electronic Reports



Preliminary student scores and aggregate reports are available within four weeks of a student completing both parts of a test.

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# Home Page Dashboard Report

**Home Page Dashboard**

Select Test and Year

Test: **Smarter Summative**

Administration: **2014-2015**

Select

Demo District 9999 (9999)

Click on a grade and subject to view more information.

**Number and Percent of Students Tested in Demo District 9999, 2014-2015**

ELA/Literacy

Grade	Number of Students Tested	Percent of Students Tested
Grade 3	91	33%
Grade 4	90	37%
Grade 5	85	35%
Grade 6	95	25%
Grade 7	88	35%
Grade 8	95	39%
Grade 11	89	26%

Mathematics

Grade	Number of Students Tested	Percent of Students Tested
Grade 3	88	27%
Grade 4	91	35%
Grade 5	89	30%
Grade 6	85	35%
Grade 7	92	36%
Grade 8	86	38%
Grade 11	92	30%

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# Student Listing Report

**1** Student Performance in Each Achievement Level  
How did my students perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 5  
Year: 2014-2015  
Name: Students with no group (Roster)

Breakdown By: ALL Go

**2** Comparison Scores

Name	Average Scale Score
Demo District 9999 (9999)	2417 ±16
Demo Inst 9999 (99999999)	2417 ±16
Students with no group (Group)	2417 ±16
Students with no group (Roster)	2417 ±16

**3** Scale Score and Achievement Level  
Smarter Summative ELA/Literacy Grade 5 Test for Students in Students with no group (Roster)

Name	SSID	Scale Score	Achievement Level
Lastname_CA, Firstname_CA II	CA-999990067	2613 ±11	Level 2
Lastname_CA, Firstname_CA II	CA-999990068	2534 ±21	Level 2
Lastname_CA, Firstname_CA II	CA-999990069	2547 ±18	Level 1
Lastname_CA, Firstname_CA II	CA-999990064	2250 ±11	Level 2

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# Student Detail Report

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**Individual Student Report**  
*How did my student perform on the ELA/Literacy test?*

**Test:** Smarter Interim Comprehensive Assessment ELA/Literacy Grade 4  
**Year:** 2014-2015  
**Name:** Sanchez, Mariela

[Back to search results](#)

**Legend/Claims Performance Levels**  
 ⚠ Below Standard   ⚪ At/Near Standard   ✅ Above Standard

**Student Test Performance**

Name	SSID	Opportunity	Scale Score	Achievement Level
Sanchez, Mariela	9999990099	Opportunity #1 1/23/2015	2393	Level 1

**Scale Score and Overall Performance**

**Comparison Scores**

Name	Average Scale Score
Demo District 1 (999999999)	2372
Demo School 1 (999999999-999999999)	2393

**Student Test Performance**

Claim	Performance	Claim Description
Reading	⚠	Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening and Speaking	⚠	Student has difficulty employing effective speaking and listening skills for a range of purposes and audiences.
Writing	⚪	Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.
Research/Inquiry	⚪	Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

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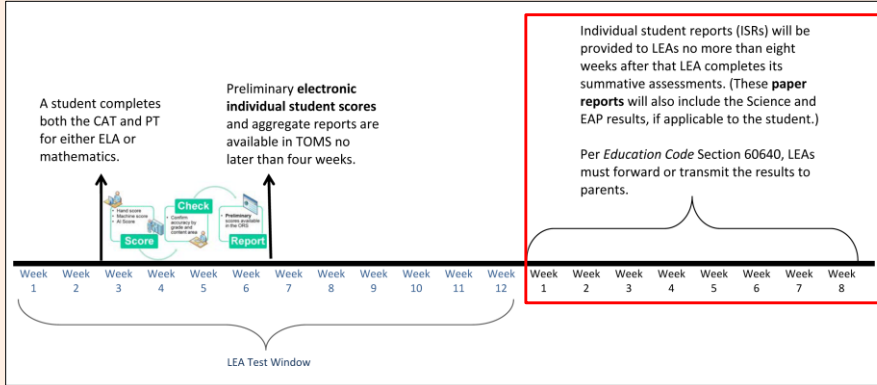


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## Important Reminder

The data available in the CAASPP ORS represents partial and preliminary results that are not appropriate for public release. As a real-time system, results will change as additional data is received and relevant appeals and rescores are processed. These changes may result in final scores being higher or lower than the preliminary results posted to this system. The California Department of Education (CDE) recommends that data from the ORS only be released publically following the state level release of assessment data that occurs in August.

# Individual Student Reports and Data Files



Paper reports for parents and data files available within eight weeks of the end of the LEA's testing window.

# Individual Student Report (ISR)

**STUDENT SCORE REPORT**

Using Assessments to Help Students Learn

**JUAN MARTINEZ**  
 12345678901234567890  
 12345678901234567890  
 12345678901234567890  
 12345678901234567890

**ENGLISH LANGUAGE ARTS/LITERACY**  
 Juan's overall score is: **2508**  
 YOUR OVERALL SCORE: **2508**

**MATHEMATICS**  
 Juan's overall score is: **2279**  
 YOUR OVERALL SCORE: **2279**

Your Guide to Juan's California Assessment of Student Performance and Progress (CAASPP) Score Report  
 California Department of Education (CDE)

**A New Kind of Test for Juan: a New Kind of Report for You**

The CAASPP English language arts/literacy (ELA) and mathematics tests that Juan took in the spring more closely reflect California's state-adopted content standards than California's old tests, with content that will be expected to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tables and text boxes that require students to explain how they solve problems. The new tests also allow students to demonstrate analytical writing, critical thinking, and problem-solving skills along with their knowledge of ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are one measure of Juan's academic performance and provide critical information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Juan's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report year: California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

**Juan's Results on California's Assessments**

The following chart provides a further breakdown of Juan's overall scores, represented on the front of the report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Test page at <http://www.cde.ca.gov/ta/tg/ta/assessments.asp>.

ENGLISH LANGUAGE ARTS/LITERACY	MATHEMATICS																								
Juan's overall score is: <b>2508</b>	Juan's overall score is: <b>2279</b>																								
<table border="1"> <tr> <th>Reading</th> <th>Problem Solving &amp; Modeling/Data Analysis</th> </tr> <tr> <td>Above Standard</td> <td>Above Standard</td> </tr> <tr> <th>Writing</th> <th>Concepts &amp; Procedures</th> </tr> <tr> <td>At or Near Standard</td> <td>Below Standard</td> </tr> <tr> <th>Listening</th> <th>Communicating Reasoning</th> </tr> <tr> <td>At or Near Standard</td> <td>Below Standard</td> </tr> <tr> <th>Reasoning/Equity</th> <td></td> </tr> <tr> <td>Below Standard</td> <td></td> </tr> </table>	Reading	Problem Solving & Modeling/Data Analysis	Above Standard	Above Standard	Writing	Concepts & Procedures	At or Near Standard	Below Standard	Listening	Communicating Reasoning	At or Near Standard	Below Standard	Reasoning/Equity		Below Standard		<table border="1"> <tr> <th>Problem Solving &amp; Modeling/Data Analysis</th> <th>Communicating Reasoning</th> </tr> <tr> <td>Above Standard</td> <td>Below Standard</td> </tr> <tr> <th>Concepts &amp; Procedures</th> <td></td> </tr> <tr> <td>Below Standard</td> <td></td> </tr> </table>	Problem Solving & Modeling/Data Analysis	Communicating Reasoning	Above Standard	Below Standard	Concepts & Procedures		Below Standard	
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Above Standard	Below Standard																								
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Below Standard																									

**Juan's Results on California Standards Test**

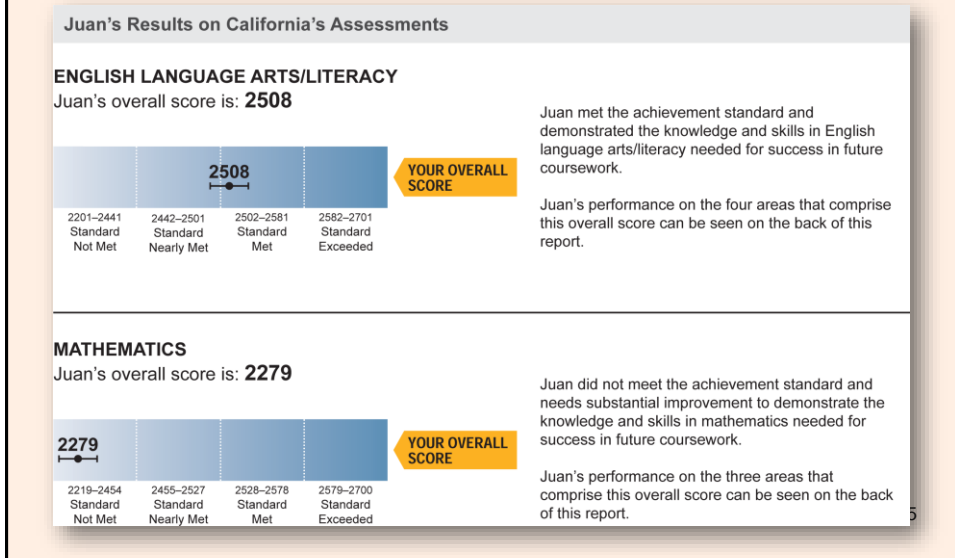
SCIENCE  
 Juan's score is: **267** – Far Below Basic

Far Below Basic (200-249) | Below Basic (250-266) | Basic (267-283) | Advanced (284-300)

Juan's score of 267 is in the Far Below Basic level on California Standards Test for science.

To meet federal test requirements, California administered the California Standards Test for science to all students in grades 5, 8, and 10. This test is not aligned with California's newly adopted Next Generation Science Standards (NGSS) Assessments based on these standards are being developed.

# Scale Score and Achievement Level



# Breakdown of Overall Score (Claims)

**Juan's Results on California's Assessments**

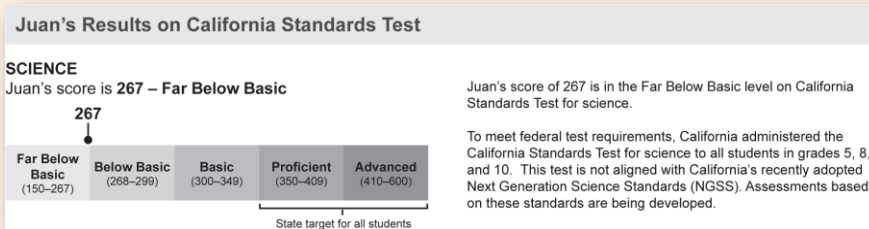
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ENGLISH LANGUAGE ARTS/LITERACY		MATHEMATICS	
Juan's overall score is: <b>2508</b>		Juan's overall score is: <b>2279</b>	
AREA	PERFORMANCE	AREA	PERFORMANCE
<b>Reading</b> <i>Demonstrating understanding of literary and non-fiction texts</i>	<b>Above Standard</b>	<b>Problem Solving &amp; Modeling/Data Analysis</b> <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	<b>Above Standard</b>
<b>Writing</b> <i>Producing clear and purposeful writing</i>	<b>At or Near Standard</b>	<b>Concepts &amp; Procedures</b> <i>Applying mathematical concepts and procedures</i>	<b>Below Standard</b>
<b>Listening</b> <i>Demonstrating effective communication skills</i>	<b>At or Near Standard</b>	<b>Communicating Reasoning</b> <i>Demonstrating ability to support mathematical conclusions</i>	<b>Below Standard</b>
<b>Research/Inquiry</b> <i>Investigating, analyzing and presenting information</i>	<b>Below Standard</b>		

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# Science CST, CMA, CAPA



# Early Assessment Program Status

## Grade 11 – Early Assessment Program Status

The California State University (CSU) and participating California Community Colleges (CCCs) will use the English language arts/literacy and mathematics assessments of the CAASPP System to determine Chen's 2015 EAP status, which will provide an indicator of Chen's predicted readiness to take college-level English and mathematics courses when Chen begins college.

The CAASPP overall score for English language arts/literacy and mathematics on the front of this report may be used to provide an early indicator of Chen's readiness for college-level coursework, as described below.

<b>Standard Exceeded:</b> Ready for English and/or mathematics college-level coursework.	<b>Standard Met:</b> Conditionally Ready for English and/or mathematics college-level coursework.
<b>Standard Nearly Met:</b> Not yet demonstrating readiness for English and/or mathematics college-level coursework.	<b>Standard Not Met:</b> Not demonstrating readiness for English and/or mathematics college-level coursework.

Review the information at <http://CSUSuccess.org> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.



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## Important Reminder

Scores and achievement levels from the Smarter Balanced assessments **cannot and should not** be compared with data from the STAR Program/CSTs.

- Different standards are being assessed.
- Different assessment methods are being used.
- Different levels of cognitive rigor are being assessed.



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## Public Reports

- The public Web site will provide state-, county-, LEA-, and school-level reports by student groups.
- CDE will post the final accountability data in early October and information will be updated in TOMS.



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## Key Talking Points

- The CCSS and Smarter Balanced represent a comprehensive plan for student success in college and careers
- This new testing system is designed to help teachers
- **Resetting the system; this year is a new baseline for student achievement**
- Patience and persistence: adjustments will always be needed to ensure high quality teaching and learning

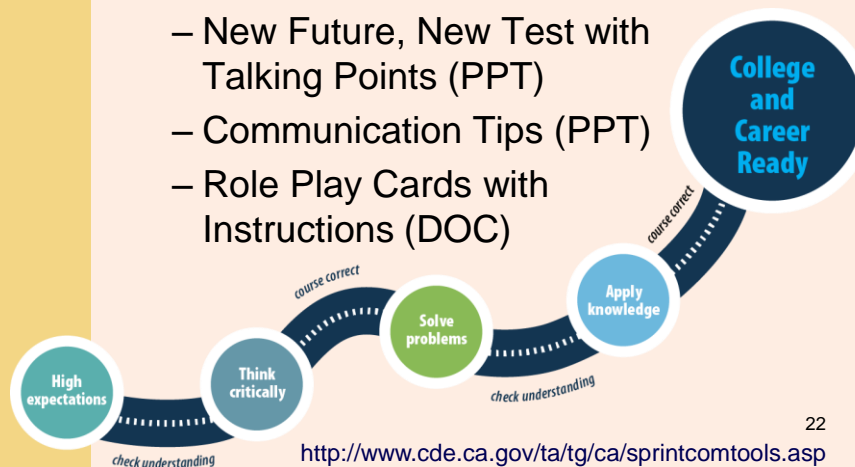
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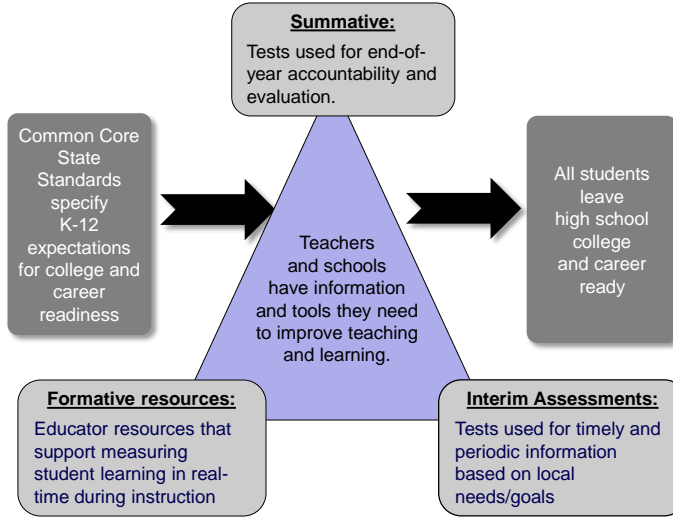
## Summative Assessments Communication Resources

- New Resources
  - New Future, New Test with Talking Points (PPT)
  - Communication Tips (PPT)
  - Role Play Cards with Instructions (DOC)



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<http://www.cde.ca.gov/ta/tg/ca/sprintcomtools.asp>



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## Interim Assessment Use

Interim Comprehensive Assessments	Number Completed
English Language Arts/Literacy	270,999
Mathematics	300,107

Interim Assessment Blocks	Number Completed
English Language Arts/Literacy	315,648
Mathematics	340,848



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# Interim Assessments

Teacher “view only” access!

<http://caaspp.org/ta-resources/interim.html>

CAASPP  
California Assessment of  
Student Performance and Progress

Home About Test Administration TA Resources Training FAQs Calendar System Status

Home > Test Administrator Resources

## Test Administrator (TA) Resources for the Interim Assessments

These resources support the Smarter Balanced Interim Assessments **only**. Do not use the manual, scoring guide, or Classroom Activities when you administer the Summative assessments.

**Interim Assessment Viewing System** Select this button to access the interim assessments for professional development and/or training purposes.

### Manuals

- [Interim Assessment Administration Resource Guide \(PDF\)](#) (Updated 2/24/15.)
- [CAASPP Teacher Hand Scoring System User Guide \(PDF\)](#)
- [Interim Assessment Reporting System User Guide for California \(PDF\)](#) (Updated 4/21/15.)

### Additional Resources

- Encourage teachers to use the [Digital Library](#). (See also the [CDE Digital Library Web page](#) for more information.)
- Check 2015 readiness for CAASPP online tests using the [bandwidth checker](#).
- Use the [2014–2015 Individual Student Assessment Accessibility Profile \(ISAAP\) Tool](#) (Updated 3/12/15.)
- Encourage students to use the [Practice Test](#).
- Visit the [California Department of Education](#) for more information about

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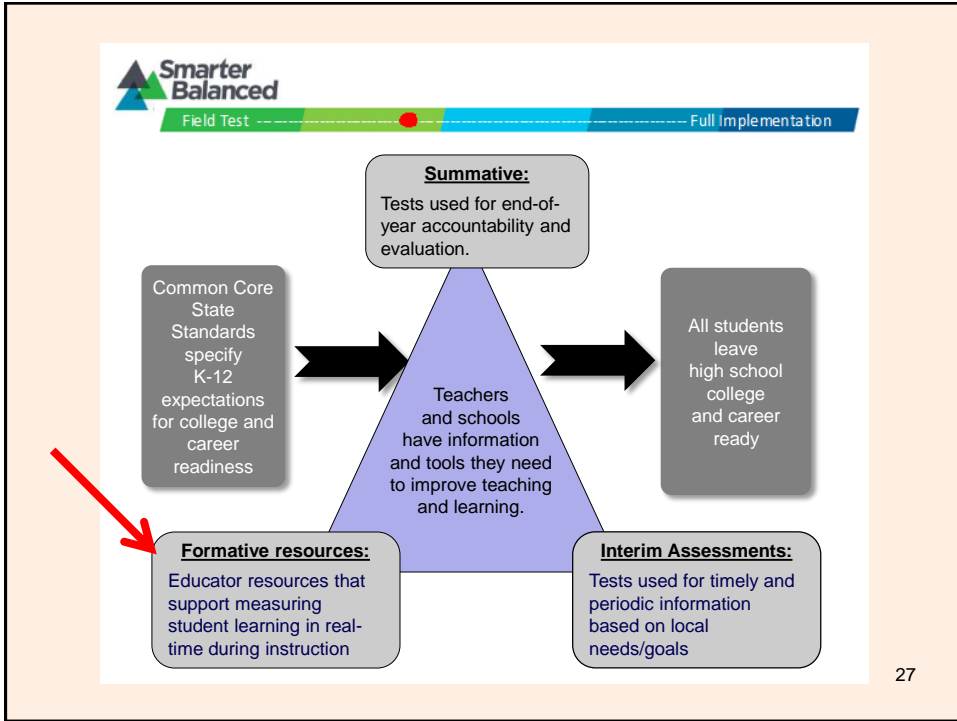

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# Local Scoring of Interim Assessments

Training guides and exemplars have been provided to LEAs to support local scoring:

- ✓ Scoring calibration
- ✓ Teacher professional development

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## Digital Library

- On-line collection of resources:
  - Aligned with the Common Core State Standards
  - Contributed by educators for educators
  - Vetted by a national network of educators against a set of quality criteria
- Supports implementation of the formative assessment process
- Incorporates collaboration features

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# Formative Assessment

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' attainment of curricular learning targets/goals.

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# Digital Library Example

- CBAL Resources
  - *Using Learning Progressions to Formatively Assess Students' Ability to Analyze Arguments*
  - *Using a Learning Progression to Formatively Assess the Concept of Slope*



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# Questions?



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## For more information:

California Department of Education  
<http://www.cde.ca.gov/ta/tg/ca/>

California Technical Assistance Center  
<http://caaspp.org>

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