


Smarter Balanced Assessment Consortium Overview

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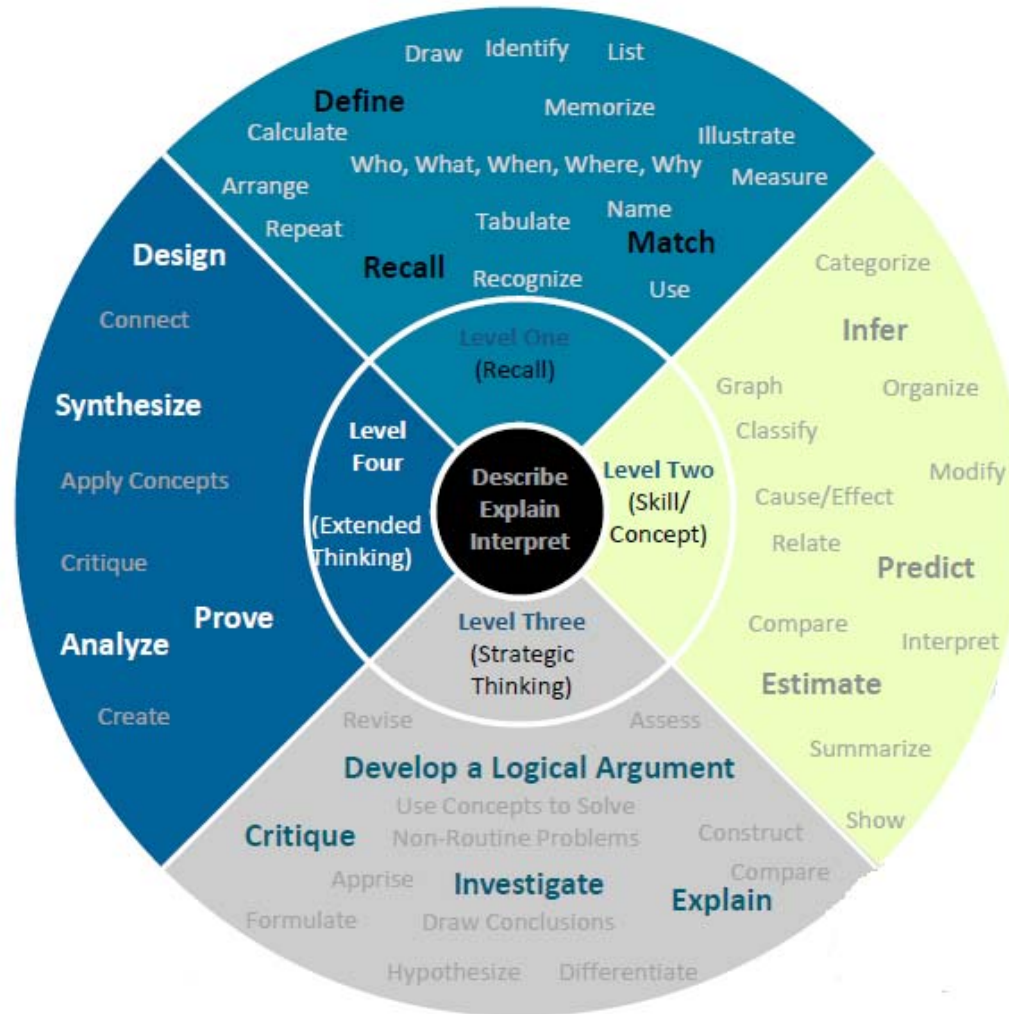
Jim Comegys

Office of Curriculum and Instruction

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- Share information about Smarter Balanced Assessment
 - Compare Smarter Balanced Assessment to current state test, Delaware Comprehensive Assessment System (DCAS)
 - Explain how Red Clay has prepared for this transition

Presentation Goals

Since
INSTRUCTION
has moved
beyond recall
and basic skills
to a higher
cognitive
demand...



...new
ASSESSMENTS
need to measure
higher order
thinking skills
such as critical
thinking and
problem solving

Why do we have to change to a new assessment?

Computer Adaptive Testing (CAT)

- Covers breadth and depth of Common Core Standards

- Precise for all students (adjusts questions based on previous response)

Performance Task

- Deeper learning with thematic and scenario-based tasks

- Real-world problems aligned to Common Core

Overall Score

**Spring Summative Assessment:
Smarter Balanced Assessment Consortium (SBAC) Grades 3-8, 11**

Four Item Types

- Selected Response
- Constructed Response
- Performance Tasks
- Technology-Enhanced

Source:DOE

Selected Response

Single Response – Multiple Choice

Many experts will tell you that television is bad for you. Yet this is an exaggeration. Many television programs today are specifically geared towards improving physical fitness, making people smarter, or teaching them important things about the world. The days of limited programming with little interaction are gone. Public television and other stations have shows about science, history, and technical topics.

Which sentence should be added to the paragraph to state the author's main claim?

- A. Watching television makes a person healthy.
- B. Watching television can be a sign of intelligence.
- C. Television can be a positive influence on people.
- D. Television has more varied programs than ever before.

Source:DOE

Selected Response

Multiple Correct Options

Which of the following statements is a property of a rectangle? Select all that apply.

- ☐ Contains three sides
- ☐ Contains four sides
- ☐ Contains eight sides
- ☐ Contains two sets of parallel lines
- ☐ Contains at least one interior angle that is acute
- ☐ Contains at least one interior angle that is obtuse
- ☐ All interior angles are right angles
- ☐ All sides have the same length
- ☐ All sides are of different length

Source:DOE

Constructed Response

The table below shows the number of students in each third-grade class at Lincoln School.

Students in Third-Grade	
Class	Number of Students
Mrs. Roy	24
Mr. Grant	21
Mr. Harrison	22
Ms. Mack	25

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School? Show or explain how you found your answer.

Source:DOE

Technology-Enhanced

Collects Evidence through a Non-Traditional Response

Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship.
Read the poem and answer the question that follows.

Remember

by Christina Rossetti

Remember me when I am gone away,
 Gone far away into the silent land;
 When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day 5
 You tell me of our future that you plann'd:
 Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
 And afterwards remember, do not grieve: 10
 For if the darkness and corruption leave
 A vestige* of the thoughts that once I had,
Better by far you should forget and smile
 Than that you should remember and be sad.

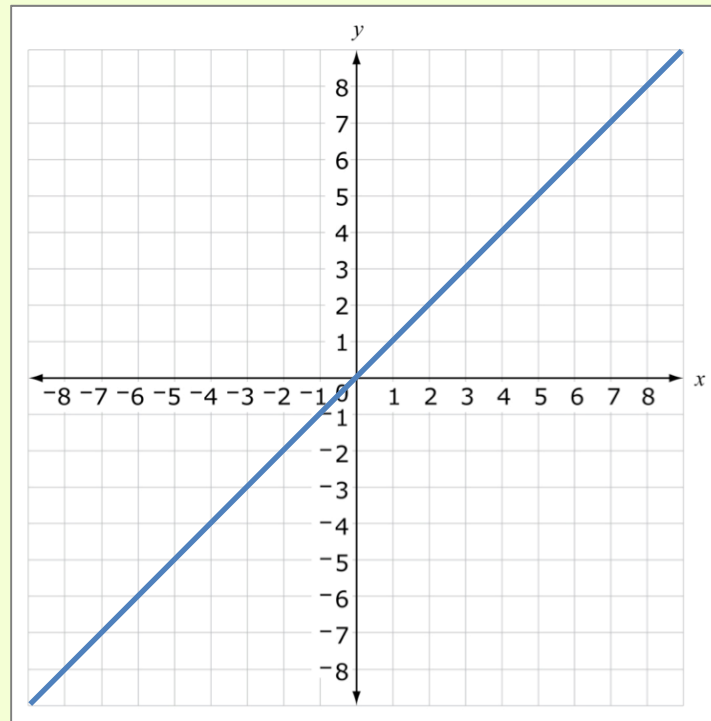
In the sonnet “Remember,” which two lines reveals a change in the speaker’s message to her subject?

Source:DOE

Technology-Enhanced

Collects Evidence through a Non-Traditional Response

The value of y is proportional the the value of x . The constant of proportionality for this relationship is 1. On the grid below, graph this proportional relationship.



Source:DOE

Performance Task

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

- (short story)
- (article 1)
- (video)
- (research statistics)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Analyze the different opinions expressed in "The Fun They Had" and the "Virtual High School Interview" video. Use details from the story and the video to support your answer.
2. What do the statistics from "Keeping Pace with K–12 Online Learning" suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.

3. Explain how the information presented in the "Virtual High School Interview" video and the article "Virtual Schools Not for Everyone" differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.

Source:DOE

DCAS- SBAC comparison

example grade 3 mathematics

DCAS-Like

9A

$20 \div n = 5$ and $n \times 5 = 20$. What is n ?

- A. 4
- B. 5
- C. 8
- D. 15

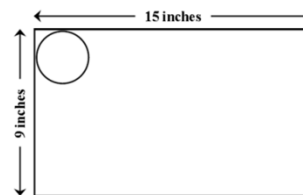
CCSSM Assessment

9B

At the garden center, Mr. Garcia is putting plant pots into boxes ready to take to market.

The diameter of each plant pot is 3 inches.

Each box measures 9 inches by 15 inches.



- a. How many pots can Mr. Garcia arrange along the side of the box that measures 15 inches?
- b. How many pots can Mr. Garcia arrange along the side of the box that measures 9 inches?
- c. How many pots will the box hold? Show how you figured this out.

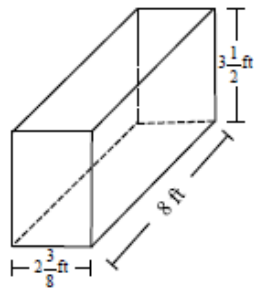
DCAS- SBAC comparison

example grade 6 mathematics

DCAS-Like

39A

Find the volume, in cubic feet, of the right rectangular prism pictured below.

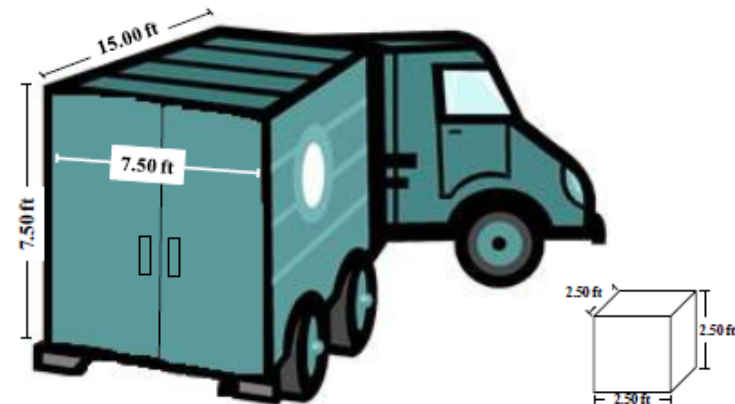


- A. $8\frac{5}{16}$
- B. 19
- C. $48\frac{3}{16}$
- D. $66\frac{1}{2}$

Next-Generation

39B

Cube-shaped boxes will be loaded into the cargo hold of a truck. The cargo hold of the truck is in the shape of a rectangular prism. The edges of each box measure 2.50 feet, and the dimensions of the cargo hold are 7.50 feet by 15.00 feet by 7.50 feet, as shown below.



- a. What is the volume, in cubic feet, of each box?
- b. Determine the number of boxes that will completely fill the cargo hold of the truck. Use words and/or numbers to show how you determined your answer.

DCAS- SBAC comparison

example grade 11 mathematics

DCAS-Like

6A

$$(6x^2 + 3x + 10) - 4(x^2 - 4x + 6) =$$

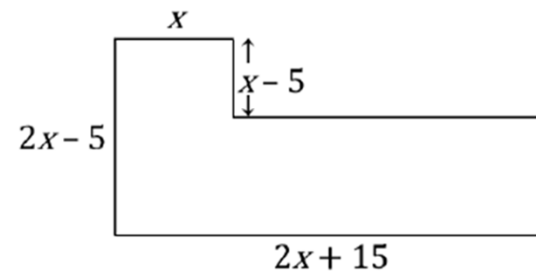
- A. $2x^2 - 13x + 34$
- B. $2x^2 + 19x - 14$
- C. $2x^2 + 13x - 14$
- D. $2x^2 + 19x + 34$

6B

CCSSM Assessment

Part A

A town council plans to build a public parking lot. The outline below represents the proposed shape of the parking lot.



Write an expression for the area, in yards, of this proposed parking lot. Explain the reasoning you used to find the expression.

DCAS- SBAC comparison

example grade 11 mathematics CONTINUED

DCAS-Like

6A

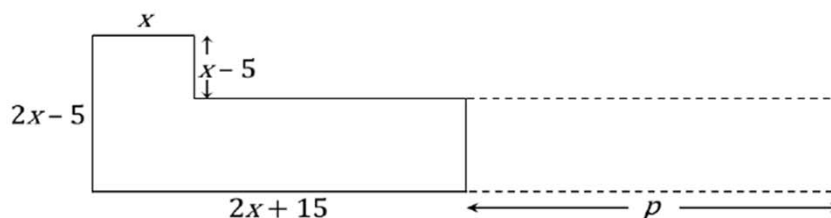
$$(6x^2 + 3x + 10) - 4(x^2 - 4x + 6) =$$

- A. $2x^2 - 13x + 34$
- B. $2x^2 + 19x - 14$
- C. $2x^2 + 13x - 14$
- D. $2x^2 + 19x + 34$

CCSSM Assessment

Part B

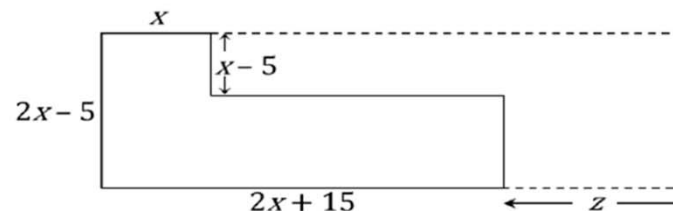
The town council has plans to double the area of the parking lot in a few years. They create two plans to do this. The first plan increases the length of the base of the parking lot by p yards, as shown in the diagram below.



Write an expression in terms of x to represent the value of p , in yards. Explain the reasoning you used to find the value of p .

Part C

The town council's second plan to double the area changes the shape of the parking lot to a rectangle, as shown in the diagram below.



Can the value of z be represented as a polynomial with integer coefficients? Justify your reasoning.

DCAS- SBAC comparison

example grade 4 English language arts

DCAS Literary Items – “New Kid on the Block”

Standard: 4RL1

2. The main reason the author uses italics is to help the reader know —
 - a. how Allen is feeling
 - b. what Allen is thinking
 - c. how Allen is acting
 - d. what Allen is saying

Next-Generation Literary Items – “Grandma Ruth”

Standard: 4RL1

1. Read the sentences from the passage. Then answer the question.

Highlight the two sentences that build suspense right from the beginning of the passage.

DCAS- SBAC comparison

example grade 7 English language arts

DCAS Literary Items – “A Bright Idea”

Standard 7RL3

4. The name the grandfather gives the hallway is –
- a. ironic
 - b. dramatic
 - c. sarcastic
 - d. functional

Next-Generation Literary Items – “The Legends”

Standard: 7RL3

6. Explain how the setting shapes the characters. Use evidence from the text to support your answer.

Slide 17

DCAS- SBAC comparison

example grade 10 English language arts

DCAS Literary Items – “The Scavenger Hunt”

Standard: 10RL2

Item 12:

- A. Place an “X” next to the statement that **best** shows the theme of the story.
- B. Then, identify the way the author creates this theme by placing an “X” next to the statement that **best** summarizes the author’s technique.

A. Theme:

- ☐ With hard work and education you can attain your childhood goals.
- ☐ Through finding common ground, people can overcome cultural and personal differences.
- ☐ Finding independence in a new city is part of coming of age.

B. Author’s Technique:

- ☐ The author uses carefully chosen memories to show how Simon and Preeti’s relationship has evolved over time.
- ☐ The author uses Simon’s perspective to describe the diversity and culture of New York.
- ☐ The author shows chronologically how Simon has come to be in New York and the obstacles he has overcome throughout his life.

Next-Generation Literary Items – “The Open Window”

Standard: 10RL2

2. Explain how the theme of the text is developed over the course of the text. Use evidence from the text to support your answer.

- Aligned curricular materials to new standards
- Delivered professional development on Depth of Knowledge (moving towards more extended thinking and application)
- Provided monthly training on shifts for higher expectations
 - Mathematics: focus, real word problem-solving, communicating reasoning
 - Reading: Complex texts, Informative/non-fiction, Reading-Writing-Speaking skills in all subject
- Emphasized student expectations for critical thinking and citing evidence
- Encouraged teachers to use the DCAS-SBAC comparison documents

Curriculum & Instruction

- 2nd Grade: [CCSS.ELA-Literacy.RI.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- 5th Grade [CCSS.ELA-Literacy.RI.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- HS [CCSS.ELA-Literacy.RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Understanding the Standards

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- For more information on Smarter Balanced visit

<http://www.smarterbalanced.org/>