

Understanding California's New State Assessments

Mickey Porter and Rick Phelan
Sonoma County Office of Education





Goals

- Understand how SBAC differs from California's previous assessment system
- Experience the new SBAC question formats
- Learn how assessment results will be reported
- Receive material to support communication with parents and other stakeholders
- Practice an "elevator speech" about the new assessments

A changing world of state and national assessments...



Learn your assessment acronyms!



CAASPP = California Assessment of
Student Performance and Progress



SBAC = Smarter Balanced
Assessment Consortium

CAASPP includes ...

- Smarter Balanced summative assessments
- California Alternative Assessment field tests
- Science assessments for grades 5, 8, and 10
- Standards-based tests in Spanish
- Modified and alternative assessments for some special education students



Important ideas about the Smarter Balanced summative assessments

Students in grades 3-8 and 11 take this assessment

- The assessments evaluate learning related to the **Common Core State Standards** in English language arts and math
-
- Students with intellectual disabilities and English learners who have been in the United States less than 12 months **do not** take this assessment

The assessments are computer-based

- Students use **computers or tablets** to take the assessments
-
- Traditional multiple-choice and at least six other questions types are used, including ones that require **constructed written responses**
-
- Computer testing with these types of response options are **new for many students**

Test scores will be reported this spring

- This is first year that California public schools are accountable for fully implementing the Common Core Standards in English and mathematics
-
- This is the first time that scores from tests aligned to those standards will be reported

Thinking will be measured in four domains

- Recall and basic comprehension
- Application of concepts involving some mental processing
- Applications requiring more abstract thinking, reasoning, and complex inferences
- Extended analysis that requires synthesis and analysis across multiple contexts

Questions that require abstract thinking, synthesis, and analysis will comprise 50-60% of the assessments. This is a dramatic increase in rigor.

Results should not be compared to earlier state assessments

- The new assessments measure different content and skills from California STAR exams

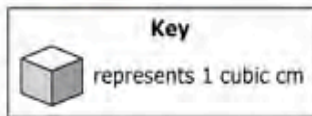




- What follows is a sampling of English language arts and mathematics questions from fifth grade
- These questions reflect different depth of knowledge levels

SAMPLE QUESTIONS Grade 5

The rectangular prism shown has 4 layers with 6 cubes in each layer.



Enter the volume, in cubic centimeters, of the rectangular prism.



← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

SAMPLE QUESTIONS

Grade 5

Why Does the Leaning Tower of Pisa Lean?

Listen to the presentation. Then answer the questions.



Photograph of Leaning Tower of Pisa by Softeis, http://en.wikipedia.org/wiki/File:Leaning_Tower_of_Pisa.jpg. Used under authorization of Creative Commons License CC-BY-SA 3.0 Unported.

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Complete the chart to show which building materials caused the Tower of Pisa to lean and which fixed the leaning. Click in the boxes next to each material that matches the categories in the top row.

	Caused leaning	Fixed leaning
cathedral bells	<input type="checkbox"/>	<input type="checkbox"/>
steel	<input type="checkbox"/>	<input type="checkbox"/>
marble	<input type="checkbox"/>	<input type="checkbox"/>
lead weights	<input type="checkbox"/>	<input type="checkbox"/>
bell room	<input type="checkbox"/>	<input type="checkbox"/>

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Based on the presentation, which statement is suggested about the early engineers of the Tower of Pisa?

- (A) The engineers tried to fix the leaning but actually made it worse.
- (B) The engineers failed to draw plans for the tower before building it.
- (C) The engineers were able to use steel to stop the tower from leaning.
- (D) The engineers had trouble with the building because they added a third floor.

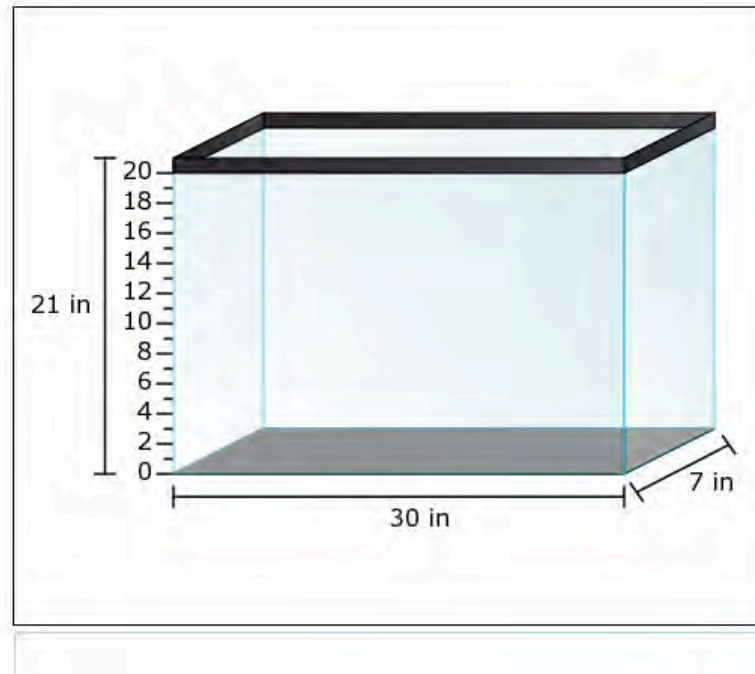
24

Select **two** conclusions that are supported by the presentation.

- Its cathedral bells are the reason why the Tower of Pisa leans.
- It is too dangerous to climb the Tower of Pisa because it is leaning.

Walter puts 1050 cubic inches of dirt into the tank shown.

Click the number line to show the height of the dirt in the tank.



SAMPLE QUESTIONS Grade 5

A student is writing a report about dolphins for a science assignment. Read the draft and complete the task that follows.

Dolphins are mammals that have adapted to live in the ocean. All mammals, including dolphins, share certain features. Since dolphins are mammals, they give birth to live babies. Like all mammals, dolphins produce milk for their young, are warm-blooded, and have hair. Cold-blooded animals cannot control their body temperature. Unlike fish, which have gills, dolphins breathe air using lungs. Young amphibians have gills. Dolphins must make trips to the ocean's surface to breathe. The blowhole on a dolphin's head acts as a "nose," making it easy for the dolphin to get air. Dolphins are among the few mammals that live entirely in the water.

The student needs to revise the draft to eliminate ideas that do not support the main idea. Click on **two** sentences that do **not** support the underlined main idea and so should be removed.

SAMPLE QUESTIONS Grade 5

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

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Delete X

$$4 \times \frac{\square}{\square} < 4$$

$$4 \times \frac{\square}{\square} = 4$$

$$4 \times \frac{\square}{\square} > 4$$

SAMPLE QUESTIONS Grade 5

A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

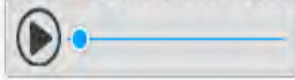
The student took these notes from reliable sources.

1. stay physically active with exercise
2. stay away from sugary or fried foods
3. eat healthy foods (fruits, vegetables, chicken, or fish)
4. do physical activities during recess
5. get plenty of rest

Use the student's notes to write a paragraph that adds more facts or concrete details to support the underlined sentence of the report.

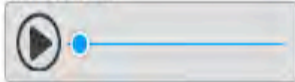
Everyday Mysteries: Crickets

Listen to the presentation. Then answer the questions.



Click to hear the meaning of the words below.

monotonous



courting



Excerpt from "Everyday Mysteries: Crickets" by the Library of Congress, from www.loc.gov/tr/scitech/mysteries/cricket.html. In the public domain.

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What are the **most likely** reasons the author made the presentation? Select **two** options.

- to describe how and why crickets chirp
- to tell about the features of crickets' wings
- to explore how male crickets attract female crickets
- to show that crickets' chirping can be a pleasant sound
- to explain how crickets' chirping shows the temperature

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Which detail from the presentation **best** supports the idea that crickets chirp for different reasons?

- Ⓐ Female crickets chirp less than males.
- Ⓑ A cricket chirp can be a warning to others.
- Ⓒ The speed of chirps changes when it gets warmer.
- Ⓓ The tone of chirps can depend on a cricket's wings.

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Choose **two** statements that are supported by the presentation.

- Chirping can help crickets survive.



SBAC results reports

Student report



ds1b-0dad-mar15item02
Attachment 1
Page 1 of 6

STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 000000000
STUDENT #: 000000000 DATE OF BIRTH: 04/01/2004
GRADE: 5 TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF:
JUAN MARTINEZ
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Middle School
LEA: California Unified

Dear Parent/Guardian of Juan Martinez:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics. This report shows Juan's achievement on assessments based on California's new rigorous college and career readiness academic standards. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas, as the CAASPP tests assess more challenging standards.

Additionally, children in grades 5, 8, or 10 took a science test. Juan's results on California's science assessment can be found on the back of this report.

For a complete picture of your child's progress, I encourage you to discuss these results with Juan's teacher(s).

Sincerely,

Tom Torlakson,
State Superintendent of Public Instruction



Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**



YOUR OVERALL SCORE



Average Scores from Last Year

2201-2441	2442-2501	2502-2581	2582-2701
Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Juan met the achievement standard and demonstrated progress toward mastery of the knowledge and skills in English language arts/literacy needed for success in future coursework.

Students from several states took a trial version of this test in spring 2014. Juan's score from spring 2015 is above the average score of grade 5 students in last year's trial test.

Juan's performance on the four areas that comprise this score can be seen on the back of this report.

School report, by grade



Reporting System Overview List of Students in a GRADE

The screenshot displays the 'List of Students in a GRADE' interface. It features a breadcrumb trail at the top, a 'Students In Grade' section with a 'Download' button, and a table of student scores. The table includes columns for student names, scores, and error bands. A filter window is open, showing advanced filtering options. A 'Viewing 3 Students' section is also visible at the bottom.

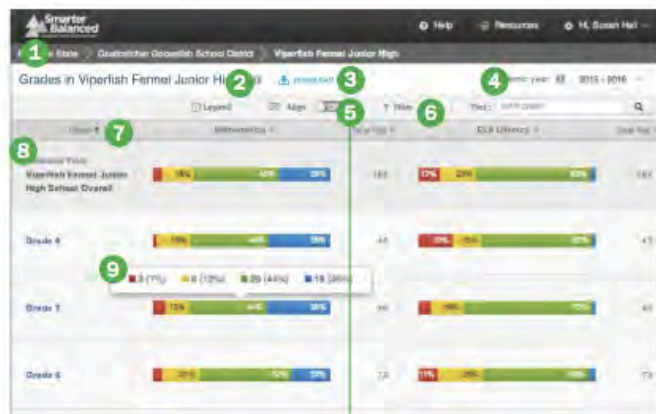
Student Name	Score
Ambr, Sharon E.	1724
Anderson, Allen P.	1941
Asford, Jason	1863
Banks, Anthony M.	1908
Benton, Jean E.	1244
Berlanga, Cecilia	1773
Boyer, Frances	1791

- Breadcrumb:** At the top of the page, users can navigate back to the School, District, and State level reports.
- Report Information:** Detailed report information regarding the report's purpose and its prospective uses is accessible by mousing-over, or clicking on, the "i" information icon next to the report's title.
- Download:** The "Download" button allows users to download the current page as a CSV file, or to download the Individual Student Reports of the listed students.
- Academic Year Selector:** A drop-down list of all academic years for which there is available assessment data.
- Assessment Selector:** A drop-down list of all assessments that the student has taken in that academic year, organized by assessment type (Summative or Interim) and date administered.
- Filter:** The filter button opens a window that enables advanced filtering of student results by student demographic information.
- Select a Student:** Checkboxes next to student names allow users to select specific students for comparison or printing. "Deselect All" removes the selection.
- Column Sorting:** Column headers allow users to sort the list of students by the values in each column.
- Overall Score and Error Bands:** The overall score is indicated by a single number and as a dot on a continuum of scores. The score is surrounded by error bands, marked by a gray bar. This range indicates the range of scores that the student would be likely to achieve if he or she were to take the test multiple times.
- Claim Information:** Mathematics and ELA/literacy are composed of claims. Within each claim, student performance is reported as "Below Standard," "At/Near

School report, by grade



Reporting System Overview Results by Grade for a SCHOOL



- Breadcrumb:** At the top of the page, users can navigate back to the District and State level reports.
- Report Information:** Detailed report information regarding the report's purpose and its prospective uses is accessible by mousing-over, or clicking on, the "i" information icon next to the report's title.
- Download:** The "Download" button allows users to download the current page as a CSV file, or to download the underlying data for analysis.
- Academic Year Selector:** A drop-down list of all academic years for which there is available assessment data.
- Align:** The "Align" switch allows users to display results centered along the cut between achievement levels 2 and 3.
- Filter:** The filter button opens a window that enables advanced filtering of student results by student demographic information.
- Column Sorting:** Column headers allow users to sort the list of grades by the values in each column.
- Reference Row:** Percentages and counts of students in each achievement level across the entire school.
- Achievement Level Aggregates:** Percentages and actual counts of students in each achievement level for each grade. Users can mouse over the information to display the actual counts of students in each achievement level.

District report



Reporting System Overview Comparing Schools in a DISTRICT



- Breadcrumb:** At the top of the page, users can navigate back to the State level report.
- Report Information:** Detailed report information regarding the report's purpose and its prospective uses is accessible by mousing-over, or clicking on, the "i" information icon next to the report's title.
- Download:** The "Download" button allows users to download the current page as a CSV file, or to download the underlying data for analysis.
- Academic Year Selector:** A drop-down list of all academic years for which there is available assessment data.
- Align:** The "Align" switch allows users to display results centered along the cut between achievement levels 2 and 3.
- Filter:** The filter button opens a window that enables advanced filtering of student results by student demographic information.
- Column Sorting:** Column headers allow users to sort the list of schools by the values in each column.
- Reference Row:** Percentages and counts of students in each achievement level across the entire district.
- Select a School:** Checkboxes next to school names allow users to select specific schools for comparison or printing. "Deselect All" removes the selection.
- Achievement Level Aggregates:** Percentages and actual counts of students in each achievement level for each school. Users can mouse over the information to display the actual counts of students in each achievement level.



Group activity

- You're walking down the aisle at Safeway and you meet a parent in your district who asks:

“What’s the story about the new state assessments?”



Group activity

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**What is your
elevator speech
about SBAC?**

Resources

- **SCOE webpage for SBAC**

www.scoe.org/sbac

- **CDE webpage for SBAC**

www.cde.ca.gov/ta/tg/sa

- **Contacts**

Rick Phelan, rphelan@scoe.org

Mickey Porter, mporter@scoe.org