the Formative Assessment Process is an integral component of the Smarter Balanced Assessment System.

- the Smarter Balanced Digital Library will support the formative assessment process.

- explain how the Formative Assessment Process is an integral part of the Smarter Balanced Assessment System.

- use resources found in the Smarter Balanced Digital Library to support teaching and learning.
Smarter Balanced
A Balanced Assessment System

How do we get from here...

Common Core State Standards specify K-12 expectations for college and career readiness

Summative assessments
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Interim assessments
Flexible, open, used for actionable feedback

Educator resources for formative assessment practices to improve instruction

All students leave high school college and career ready...

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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.
Key Features of Formative Assessment

- This is a **process**, not a “thing”
- It is used by both **teachers** and **students**
- Formative-assessment practices occur **during instruction** (literally)
- It provides **immediate assessment-based feedback** to teachers and students
- The function of this feedback is to help teachers and students make **immediate adjustments** that will improve students’ achievement of the intended learning.
Scope, sequence, number and timing of assessments are locally determined.
The Formative Assessment Process is NOT:

• It is not a test.
  - Not Common Formative Assessments
  - Not benchmark assessments
  - Not end-of-course assessments
  - Not analysis of test data to make adjustments
• It is not random observations.
• It is not just good instruction.
Four Attributes of the Formative Assessment Process

1. Clarify Intended Learning
2. Elicit Evidence
3. Act on Evidence
4. Interpret Evidence

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Smarter Balanced Assessment Consortium Digital Library

- An online collection of instructional and professional learning resources contributed by educators for educators.

- Resources are aligned with the intent of the Common Core State Standards (CT Core Standards) and will help educators implement the Formative Assessment Process to improve teaching and learning.
Formative Assessment Practices and Strategies

• Are the basis for a digital library of professional development materials, resources, and tools.
• Are aligned to the Common Core State Standards.
• Are research-based instructional tools available on-demand.
• Help teachers address learning challenges and differentiate instruction.
## Digital Library Resources

### Assessment Literacy Modules
- Commissioned Professional Learning Modules
- Resources for educators, students and families
- Frame Formative Assessment within a Balanced Assessment System
- Articulate the Formative Assessment Process
- Highlight Formative Assessment Practices and Tools

### Exemplar Instructional Modules
- Commissioned Professional Learning Modules
- Instructional coaching for educators
- Instructional materials for students
- Demonstrate/support effective implementation of the formative assessment process
- Focus on key content and practice from the Common Core State Standards for Mathematics and English Language Arts

### Education Resources
- High-quality vetted instructional resources and tools for educators
- High-quality vetted resources and tools for students and families
- Reflect and support the formative assessment process
- Reflect and support the Common Core State Standards for Mathematics and English Language Arts
- Create Professional Learning Communities

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Resources in the Digital Library

- Assessment Literacy Modules
- Exemplar Instructional Modules
- Education Resources

- Not an assessment bank
- Not an item bank
- Not a learning management system where educators can register for training or receive credit by completing specific online courses
- Not a library for general public (will require registration and login)
- Not a site where any resource can automatically be posted; all resources must be vetted through the Quality Criteria
Digital Library Functionality

Uses state-of-the-art tagging, filtering, and search features to locate, view, download, favorite, and rate resources to:

- Expand educator practice to differentiate instruction for diverse learners
- Increase educator understanding about assessment literacy
- Promote engagement of students in their own learning
- Design professional development opportunities
- Compile materials for Professional Learning Communities
How Resources Enter the Digital Library

Resource Contributed

Gate-Keeping Criteria

Quality Criteria

Prepare w/ Cover Profile

Review

Software

Recommend for Review

Unanimously Recommended

Final Review (if needed)

Digital Library

SNE 1

SNE 2

SNE 3

SNE

SLT

Smarter Balanced Assessment Consortium
Cross-State Collaboration

Innovative collaboration features that promote collegial conversations across the country. These features:

• Encourage educators to rate resources
• Promote how the resources can be used
• Provide online forums for educators to share their expertise with and pose questions to colleagues
Interactive Modules

More than 100 multi media modules for:

- Assessment literacy
- English language arts/literacy instruction
- Mathematics instruction
- Score reports
Assessment Literacy Module

Understanding the Smarter Balanced Assessment System

This module provides an introduction to the three core components of the Smarter Balanced Assessment System — summative assessments,...

Subjects: Not Subject Specific
Grades: Not Grade Specific
Media Types: Video, Image, Interactive, Audio

Star Rating and Number of Reviews

Number of Views and Downloads

Select Tags

Favorite

Brief resource summary

Posted with Distinction

Resource Title

Image of Primary Material
Mathematics Instructional Module

Proportional Relationships: Elicit Evidence
Score Report Module

Two Types:
1. Score Report Types and Features
2. Using the Smarter Balanced Reporting System Data
Resource from the Digital Library

Descriptive Feedback Helps All Students Meet Standards

Combination of Instructional and Professional Learning Resource

Author: Susan McCray, Casco Bay High School, Portland ME

Owner: Expeditionary Learning

Descriptive Feedback Helps All Students Reach Proficiency - Standards-Based Grading

from Expeditionary Learning
What’s next?

A user of the Digital Library will:

• Have access to innovative, comprehensive modules
• Use resources to support the formative assessment process in the context of the Common Core State Standards
• Rate and review resources
• Share experiences of using the resources
• Collaborate with colleagues across the consortium states
How could you use the Digital Library to support Teaching and Learning?
How will you use the Formative Assessment Process as an integral part of improving Teaching and Learning?
Evidence Generally Collected Through In-Class Observations

**Domain 1** Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing instructional time by effectively managing routines and transitions.

**Domain 2** Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

**Domain 2** Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

2b. Planning instruction to cognitively engage students in the content.

2c. Selecting appropriate assessment strategies to monitor student progress.

**Domain 4** Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.
Find out More

www.SmarterBalanced.org

Resources in Spanish

www.smarterbalanced.org/parents-students/como-ayudar-a-todos-los-estudiantes-a-que-tengan-exito/
Stay Connected

Sign up for Smarter News
SmarterBalanced.org/stay-connected

Get instant updates
Twitter.com/SmarterBalanced
CSDE/RESC Alliance
Assessment Suite Workshops

Using the Digital Library to Support Teaching & Learning

Connecting the Claims to Classroom Instruction
Connecticut
State Department of Education Web site:
www.ct.gov/sde

Student Assessment
www.ct.gov/sde/StudentAssessment
www.ct.gov/sde/SmarterBalanced

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