Student Assessment

Update

Alliance District Convening
October 15, 2014

Learning Outcomes

- Schedule/Calendar
- Digital Library
- Student Assessment Professional Development
- Interim Assessments
- Reporting
- Achieve Tool

Connecticut Summative Assessments 2014 - 2015

State Assessment	Grade(s)	Testing Window	Total Testing Time per Student	Delivery Method
CMT/CAPT Science	5, 8 and 10	March 2 – 27	65 minutes - Grade 5 70 minutes - Grade 8 50 minutes each (2 sessions) - Grade 10	Paper/pencil delivery except for students requiring accommodations through MIST.*
CMT/CAPT Science Skills Checklist	5, 8 and 10	Upload Dates: March 2 – 27	Not Applicable	Completed through the MI Web Portal.
NCSC/Connecticut Alternate Assessment (CTAA)	3 – 8 and 11	March 30 – May 15	Time will vary by student.	Online
Smarter Balanced	3 – 8	March 17 – June 12	Approximately 6 – 6.5 hours**	Online
Smarter Balanced	11	April 27 – June 12	Approximately 7 – 7.5 hours**	Online

* CMT/CAPT Science test items will be piloted online.

** Total testing times are estimates for most students and are provided for scheduling purposes. Smarter Balanced assessments are designed as untimed tests; some students may need more or less time.

CMT/CAPT Modified Assessment System (MAS) is No Longer Available

Digital Library Update

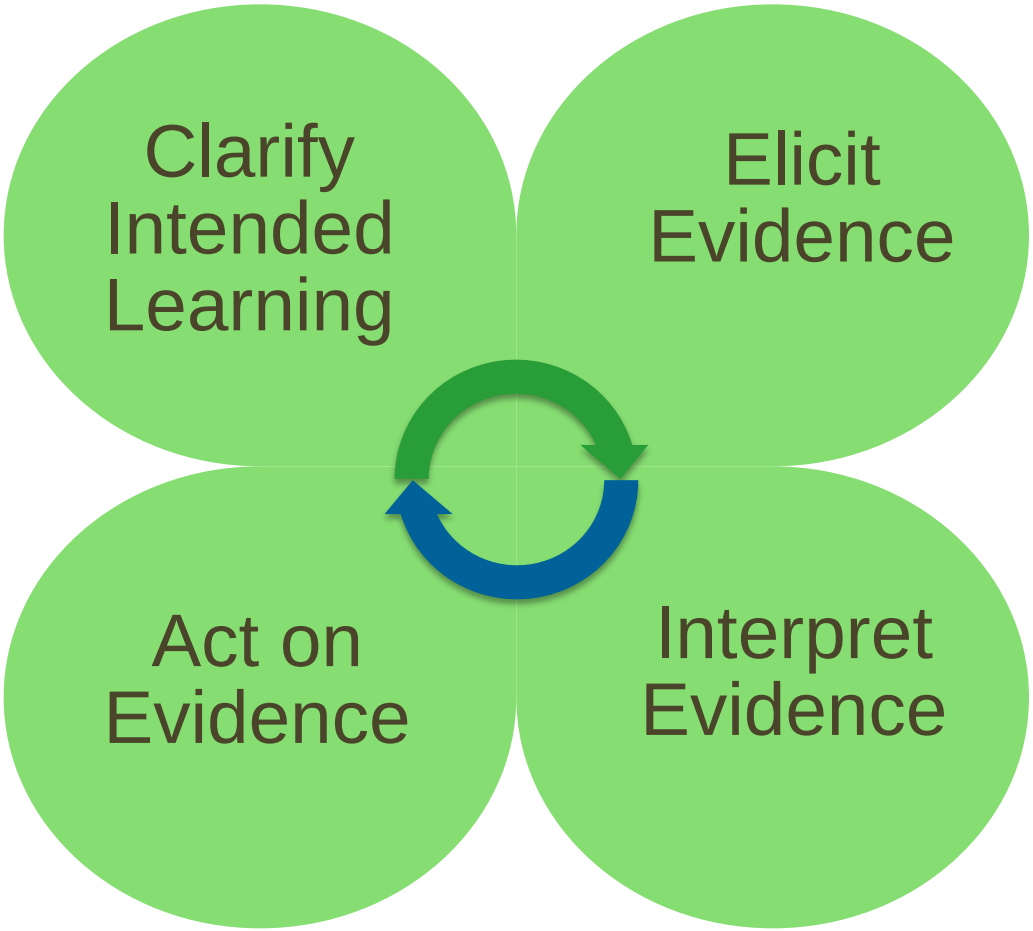
Smarter Balanced Assessment Consortium Digital Library

- 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.

Smarter Balanced Assessment Consortium Formative Assessment Process Defined

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.

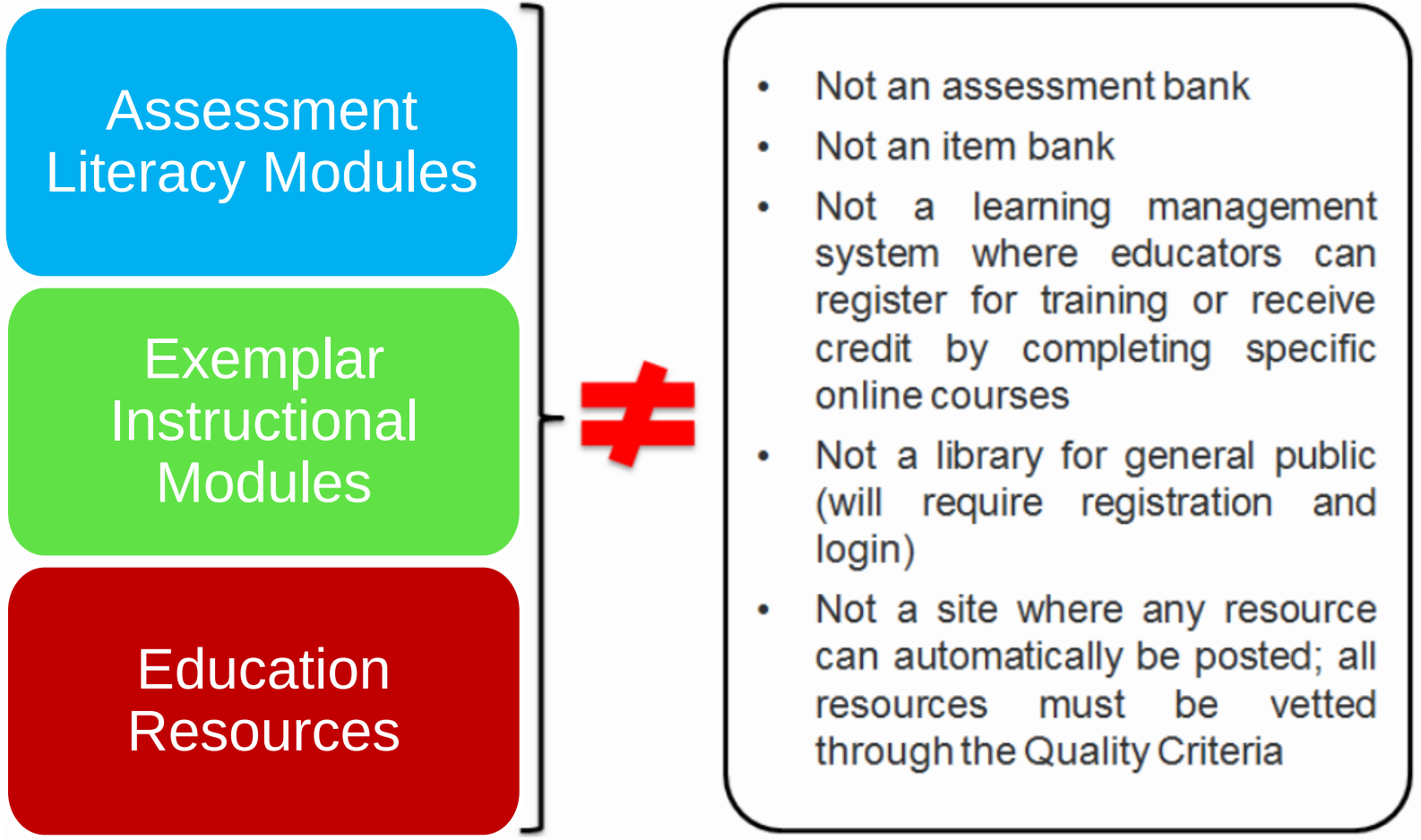
Four Attributes of the Formative Assessment Process



Digital Library Resources

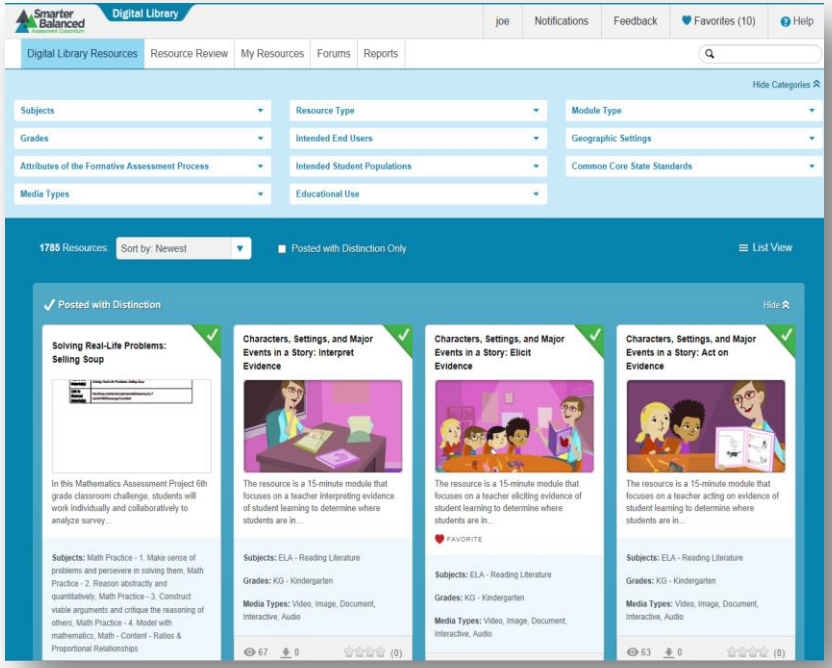
Assessment Literacy Modules	• Commissioned Professional Learning Modules • Resources for educators, students and families • Frame Formative Assessment within a Balanced Assessment System • Articulate the Formative Assessment Process • Highlight Formative Assessment Practices and Tools
Exemplar Instructional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

Resources in the Digital Library



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

Accessing the Digital Library

- In June, District Test Coordinators were provided with information for uploading Digital Library users.
- Contact your District Test Coordinator to be provided with access information.
- New way to add users. See the September 26, Student Assessment Newsletter.

CSDE/RESC Alliance Assessment Suite Workshops

Using the Digital Library to Support Teaching & Learning

Connecting the Claims to Classroom Instruction

2014-2015 CSDE Smarter Balanced Usability Accessibility & Accommodations Training

- Option 1: 2014-2015 ONLINE Smarter Balanced Usability, Accessibility and Accommodations Training is a professional learning opportunity presented as an ONLINE course. Information provided during this training will allow participants supporting students assessed with the Smarter Balanced Assessments, to understand what accessibility options are available. This focus includes students with disabilities, students with a Section 504 plan, students identified as English Learners (EL), as well as general education students.

- Option 2: 2014-2015 LIVE Smarter Balanced Usability. Accessibility and Accommodations Training is a professional learning activity that will be presented at each of the 6 Regional Educational Service Centers (RESC). Morning and afternoon sessions will be available depending on enrollment numbers. Information provided during this training is compatible to the online version listed above.

Interim Assessment Update

Smarter Balanced Assessment Consortium
Interim Assessments

- Can be used throughout the year to gauge student progress toward mastery of the skills measured by the summative assessment and to assess targeted concepts at strategic points during the school year.
- Test items are not secure, and there are no restrictions on the number of times that teachers or students may access the assessments.
- Test items were developed simultaneously with the summative assessment items.
- Most test items will be machine scored. Short Text and Long Essay responses will be scored locally by teachers.

Smarter Balanced Assessment Consortium
Interim Assessments

- **Interim Comprehensive Assessments** (ICA) will mirror the summative assessment, using the same blueprint and requiring the same administration time.

- **Interim Assessment Blocks** (IAB) focus on a smaller set of skills and are designed to provide more targeted information about student performance for teachers. Approximately five to seven blocks per content area will be available for each grade.

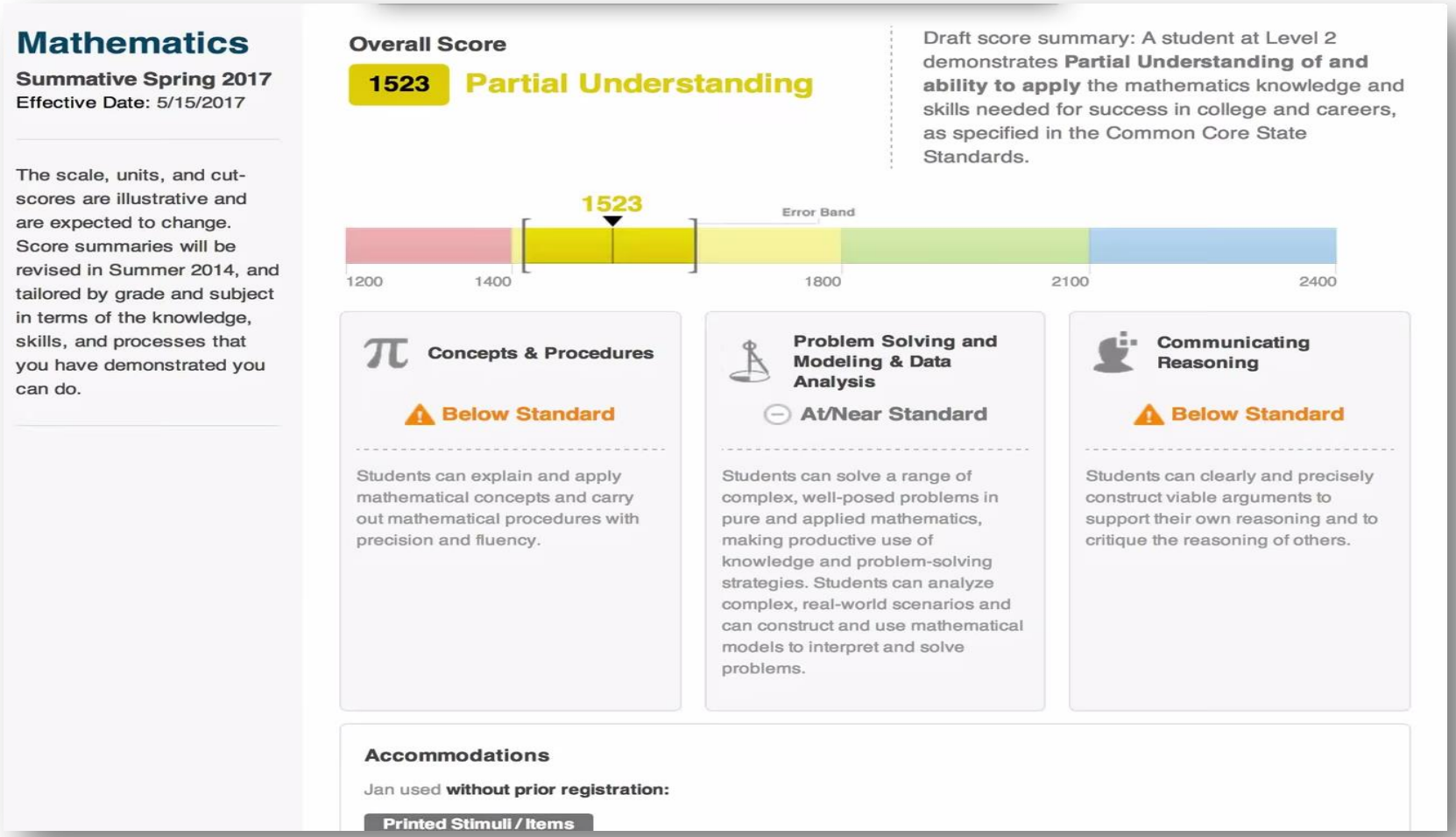
Tentative Release Schedule for ELA and Mathematics Interim Assessments*

Assessment	Type	Date
Interim Comprehensive Assessment	Fixed	December 2014
Interim Assessment Blocks	Fixed	January 2015
Interim Comprehensive Assessment	Adaptive	September 2015
Interim Assessment Blocks	Adaptive	September 2015**

* Subject to change – Dependent upon operational test contractor
**Select adaptive assessment blocks may be released earlier

Reporting Update

Smarter Balanced Reporting



Reporting System Overview

www.smarterbalanced.org/k-12-education/

Practice Test Update

Updated Practice Tests

- Updated in May 2014
- Include additional universal tools, designated supports and accommodations not available in the previous version
- All language supports, including translated glossaries and stacked Spanish translation, are available on the mathematics Practice and Training Tests

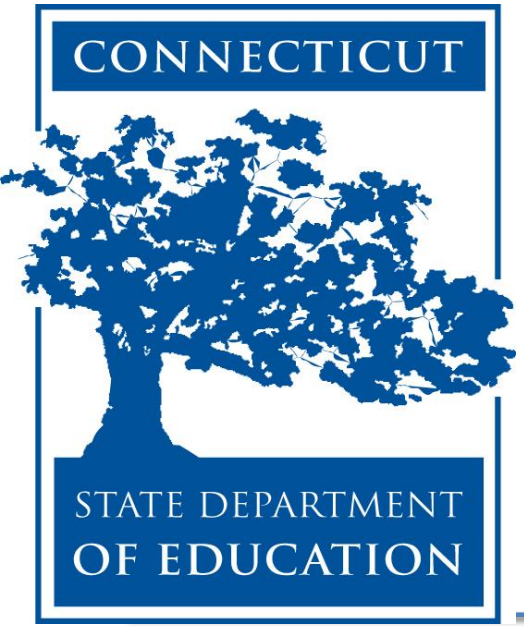
Purpose of the Practice Tests

- Allows teachers, students, parents, and other interested parties to experience a full grade-level assessment
- Provides an opportunity for students to become familiar with the keyboard commands and embedded tools, supports, and accommodations
- Provides an opportunity for students who use assistive technology to test the functionality prior to testing

Practice Tests

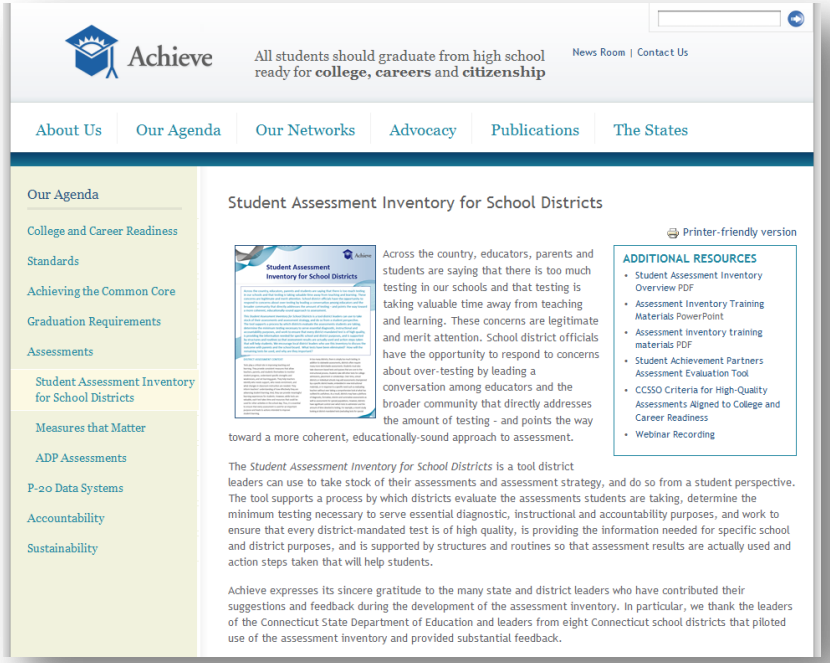
- Grade-level scoring guides are available for download
- Important Limitations
  - The Practice Tests do not encompass the full range of content that students will encounter on the operational assessments in 2015, and should not be used to guide instructional decisions.
- Available on the Smarter Balanced and CSDE Web sites

Achieve


CONNECTICUT
STATE DEPARTMENT
OF EDUCATION

Achieve - Student Assessment Inventory for School Districts

It is a tool district leaders can use to take stock of their assessments and assessment strategy, and do so from a student perspective. It supports a process by which districts evaluate the assessments students are taking and determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes.



Achieve - Student Assessment Inventory for School Districts

- Taking stock and then taking action requires significant district commitment.
- The inventory tool is only one element of a thoughtful longer process that both engages productively with concerns about testing and leads to real changes in testing time.
- The inventory tool is a suggested template, but districts are free to modify the tool to better meet their needs.
- The inventory is not a one-time event. Districts should regularly re-examine their assessments in light of changing district needs and improvements in available assessments.
- Download Here: http://www.achieve.org/assessmentinventory

CSDE Website:

www.ct.gov/sde

Student Assessment

Phone: 860-713-6860

Email: CTStudentAssessment@ct.gov