

# TOOLS FOR TEACHERS

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Performance Matters Forum  
October 12, 2023



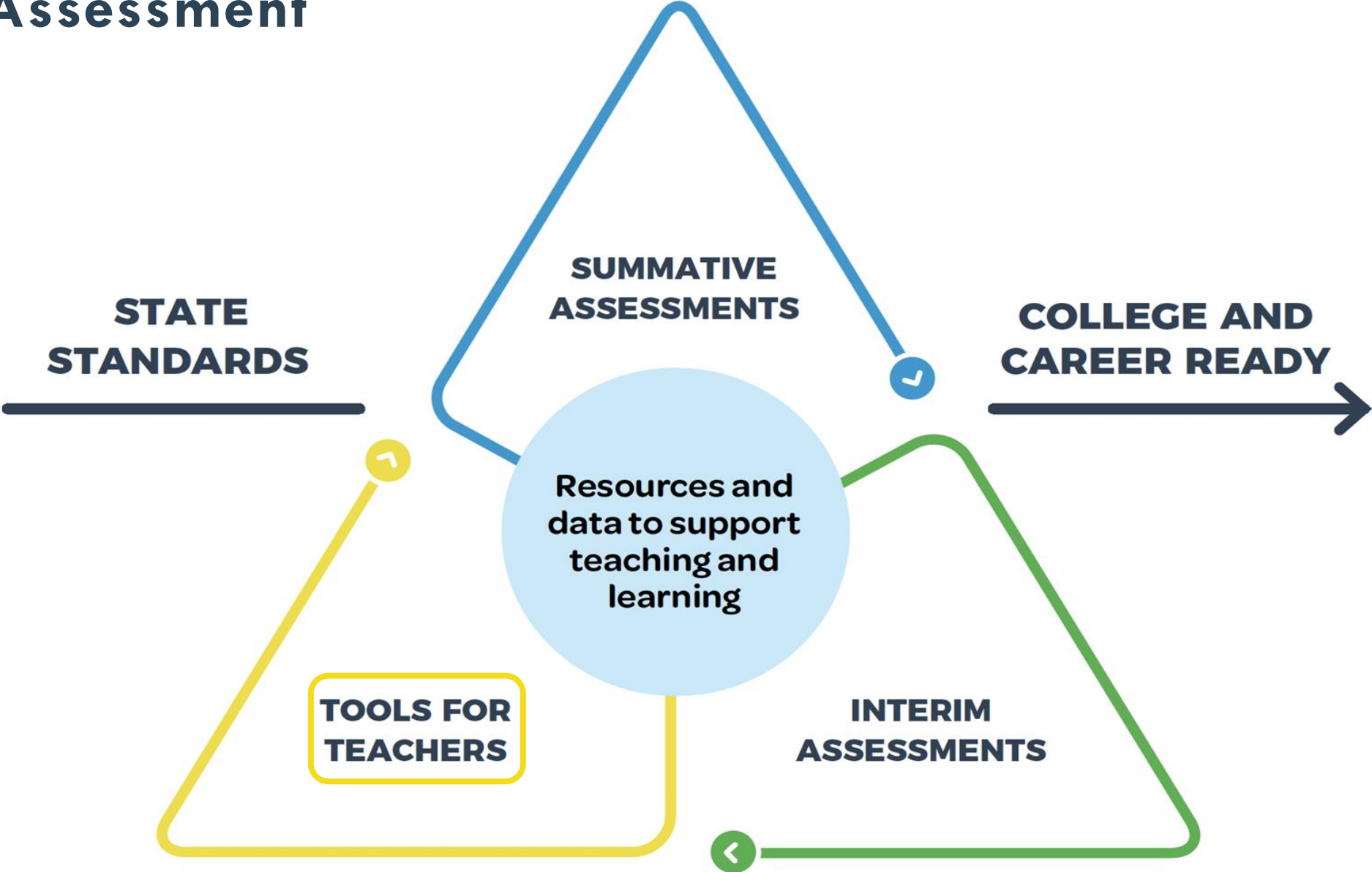
# PRESENTERS

Cristi Alberino, CSDE,  
Performance Office

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# Smarter Balanced: A System of Balanced Assessment



# What is Tools for Teachers?

The formative assessment component of the Smarter Balanced assessment system.

- an online collection of resources
- aligned with the Common Core State Standards
- supports K–12 teachers in their use of the formative assessment process



# Accessing Tools for Teachers

## Login to Tools for Teachers

1. Go to the [CT Portal](#)
2. Choose the Smarter Balanced Card
3. Click on the Tools for Teachers Card
4. Log in with your school email and CT Portal password

## Troubleshooting

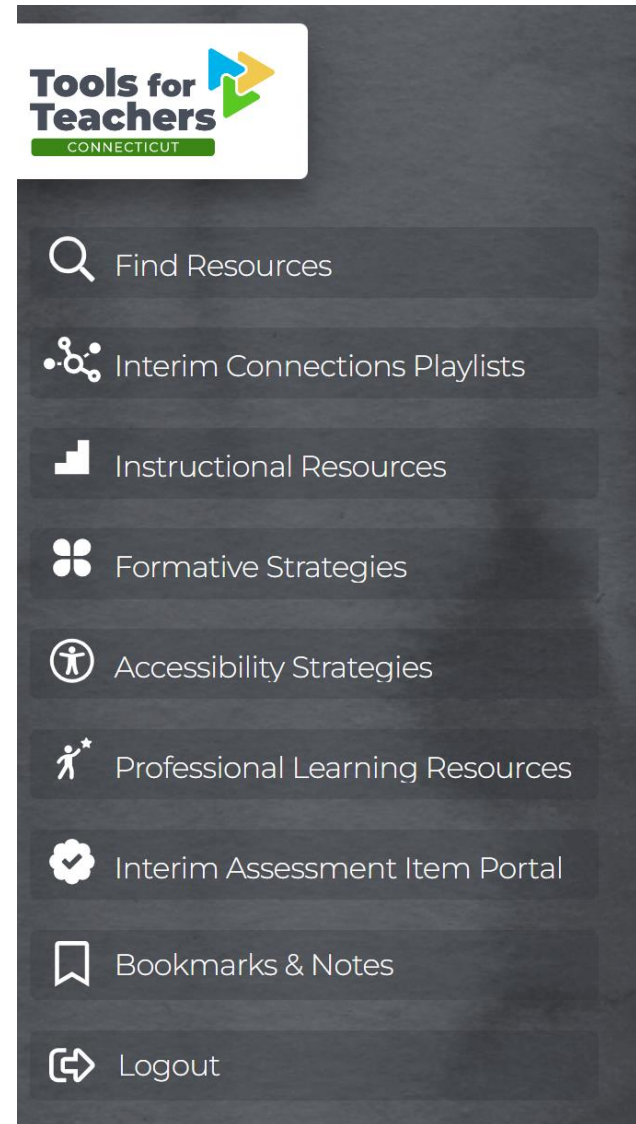
- It may take up to 15 minutes to reset a password.
- Contact your district/school's assessment administrator if your email is not working or you don't have access.
- The Connecticut Help Desk (1.844.202.7583 [cthelpdesk@cambiumassessment.com](mailto:cthelpdesk@cambiumassessment.com)) may also be able to offer support.



# Resources in Tools for Teachers

Resources include:

- instructional resources,
- formative assessment strategies,
- accessibility strategies,  
professional learning resources,  
and
- Connections Playlists of  
instructional resources that focus  
on interim assessment content.



# TOOLS FOR TEACHERS: INSTRUCTIONAL RESOURCES

- **Over 600 skill-driven lessons** written for ELA and Math, supporting Grades 3 through high school.
- All lessons have undergone rigorous educator review **by teachers for teachers** and have been vetted for bias and sensitivity issues as well as document accessibility.
- Accessibility and formative assessment strategies are **embedded in each lesson** as well as ideas for differentiation, scaffolding, collaboration, and student engagement.
- Lessons can be used as a **follow up to interim assessment** or can **supplement existing curriculum** as needed.



# HOW ARE RESOURCES DEVELOPED?

- Developed by teams of educators from throughout the Smarter Balanced consortium
- Focus on the formative assessment process and content learning standards.
- Undergo multiple collaborative reviews to ensure they
  - meet the quality criteria,
  - include alignment with the Common Core State Standards (CCSS),
  - incorporate formative assessment practices.

Resources are either **commissioned by Smarter Balanced** or **contributed by trained educators** from Smarter Balanced member states who are members of the State Network of Educators (SNE).



# Tools for Language Support

Accessibility tools include:

- **Spanish Translations and Text-to-Speech** for dual language support with vocabulary development and linguistic connections to focus on mastery of skills instead of language proficiency.
- **Glossary Translations and Illustrations** are available in 13 languages, including some of their varieties and dialects, to boost academic vocabulary and support language acquisition.
- **Translated Test Directions** support students in 13 different languages on interim and summative assessments to facilitate understanding and increase confidence.



# STRATEGIES FOR LANGUAGE SUPPORT

Accessibility strategies include:

- **Native Language Use and Support** encourages students to use their full linguistic repertoire to power their learning.
- **Language Objectives** help students receive explicit language instruction to participate in the lesson at grade-level.
- **Cognates** bring cross-linguistic awareness, activate prior knowledge, and support engagement in content.
- **Sentence Frames** help students participate in discussions and written responses by removing barriers for them to show what they know.
- **Structured Dialogue** provide oracy development opportunities by focusing on improving verbal communication skills that are transferable to written skills.

# Interim Connections Playlists (ICPS)

▶ **Student Performance Progressions** help educators quickly differentiate instruction based on student’s interim results: Below, Near, or Above.


▶ **Instructional resource links**, in left column, take teachers to skill lessons that are made to save teachers time.

INTERIM CONNECTIONS PLAYLIST

## Operations and Algebraic Thinking

Smarter Balanced Educators  
Updated Nov 12, 2020



 **Connect Student Performance to Instructional Resources** ⓘ

STUDENT PERFORMANCE PROGRESSIONS ⓘ

Topic Resource	Below	Near	Above
Represent & Solve Multiplication & Division Problems <a href="#">Let's Eat Some Pepperoni Pizza!</a> → <a href="#">Seesaw 3-Act Math Lesson</a> → <a href="#">Determine the Unknown</a> →	Multiplication and division within 100 to solve one-step problems using arrays, to interpret the meaning of multiplication of two whole numbers and to determine the unknown number in a multiplication equation relating three whole numbers.	Determine the appropriate operation (multiplication or division) within 100 to solve one-step problems involving measurement quantities of single-digit whole numbers. Determine the unknown number in a division equation relating three whole numbers. Interpret the meaning of whole-number quotients of whole numbers.	Use multiplication and division within 100 to solve one-step problems involving measurement quantities.

# ICPS Include

- ▶ **Suggestions for Intervention** give educators extremely specific, bite-size skills and steps for students who need significant support.
- ▶ **Things to Consider** offers direct links to Interim Assessments and Interim Connections Playlists for educators who want to take a deeper dive.



## Suggestions for Intervention ⓘ

For students who are significantly below, [search for resources](#) related to the following skills:

- Connecting skip counting to multiplication.
- Skip count using non-benchmark numbers.
- Represent multiplication using an array model.
- Use a multiplication strategy to find a product.
- Use a multiplication or division strategy to find a quotient.
- Represent multiplication and division problems within 100 involving equal groups of objects.
- Interpret multiplication and understand multiplication as equal groups.
- Use strategies to understand multiplication as repeated addition.
- Relates models (arrays) to multiplication.
- Multiply a one-digit number by 1, 2, and 5 by using repeated addition or skip counting.
- Understand the meaning of the equal sign.
- Understand the meaning of multiplication and division (equal groups).
- Represent and solve one-step problems using addition and subtraction within 100 and multiplication and division within the 10 by 10 multiplication table.
- Identify patterns.
- Know the sequence of numbers.



## Things To Consider

- To dive deeper into each target, explore the available Focused Interim Assessment Blocks and corresponding Connections Playlists:
  - [Multiplication and Division: Interpret, Represent, and Solve](#) →
  - [Properties of Multiplication and Division](#) →
  - [Multiply and Divide within 100](#) →
  - [Four Operations: Interpret, Represent, and Solve](#) →

# ICPS Include

- ▶ **IAB Background** gives educators fine-grain information about the IAB. If they already gave an IAB, it may help remind them of the assessed skills. If not, it may prompt them to give the attached IAB and get actionable student data.
- ▶ **Academic Vocabulary** supports thinking about what all students need to know and understand. This also has specific applicability for ELs/MLs.



## IAB Background ⓘ

### Description

This Interim Assessment Block Connections Playlist focuses on four operations and algebraic thinking targets. Students will represent and solve problems involving multiplication and division; understand properties of multiplication and the relationship between multiplication and division; multiply and divide within 100; and solve problems involving the four operations, and identify and explain patterns in arithmetic.

[VIEW INTERIM ITEMS](#)

### Why is this important for students to learn?

- Students need to conceptually learn multiplication and division through the use of various representations to support future learning. For example, the use of arrays and equal groups can be extended to area models and properties of multiplication and division.
- The properties of operations provide common constructs/rules that allow students to work with mathematical problems and maintain the same solutions.
- If students know and understand multiplication, division, and the relationship between them, they will be able to apply this understanding to varied content and complex problems.
- To visualize and understand mathematical patterns furthers understanding of cause and effect.

### Academic Vocabulary ⓘ

“makes the equation true”, add, addend, area model, array, column, compose, decompose, determine, difference, divide, divisor, equal, equation, estimate, estimation, factor, grams, groups, in and out tables, include, involve, kilograms, length, liquid volume, liters, mass, measurement, missing factor, multiply, objects, open number line, operation, patterns, product, quantity, quotient, related, rounding, row, situation, skip counting, subtract, sum, unknown, value

### Dive Deeper

[SAMPLE ITEMS →](#)

[CONTENT EXPLORER →](#)

# Assessment Items

**Interim Assessment Item Portal (IAIP)** displays metadata such as target, standards, difficulty level, and Depth of Knowledge (DOK) for all interim items.

Use items from the IAIP or sample items (released to the public):

- for guided problem-solving or close reading
- to open or close a lesson as an entrance or exit ticket
- for collaborative problem-solving in groups or with partners
- to scaffold or differentiate skill practice
- to engage in metacognitive thinking about items

**MATH** G3

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**Item Id:** 93878

**Stimulus ID:**

**Item position in test:** 4

**Grade:** Grade 3

**Test name:** Grade 3 MATH - Geometry (FIAB)

**Claim:** 1. Concepts and Procedures

**Target:** K ⓘ

**Standard:** 3.G.1 ⓘ

**DOK:** 1

**Difficulty:** Moderate

**Answer Key:** [View](#)

[+ Select to Print](#)

# Putting it all Together

**Educators can tailor their own formative assessment plan that synchronizes to their curriculum:**

- ▶ by choosing interim blocks or crafting their own interims from the item portal and administering interims in a standardized or non-standardized way.
- ▶ by selecting instructional resources from Tools for Teachers through an Interim Connections Playlist or anytime students require additional instruction or practice on tested skills.
- ▶ by using formative and accessibility strategies to boost existing curriculum or to foster professional learning.



## Resources

- **Tools for Teachers Webpage** <https://smartertoolsforteachers.org/>
- **CT Assessment Portal** <https://ct.portal.cambiumast.com/>
- **Back to School Assessment Playbook**  
<https://portal.smarterbalanced.org/library/en/back-to-school-assessment-playbook.pdf>
- **Sample Items Website** <https://sampleitems.smarterbalanced.org/>
- **Smarter Content Explorer**  
<https://contentexplorer.smarterbalanced.org/>
- **CSDE Interim Assessments Webpage**  
<https://portal.ct.gov/SDE/Student-Assessment/Smarter-Balanced/Smarter-Balanced-Interim-Assessments>



# Signing up for Smarter Balanced Activities

Apply online at  
[Apply - Educator  
Recruitment  
\(smarterbalanced.org\)](https://www.smarterbalanced.org/apply-educator-recruitment)

Smarter Balanced will contact you directly if you are selected to participate.



# PANELISTS

- **Michelle Horn:** K-12 Literacy Coach, Madison Public Schools, Grade 3 classroom teacher for 11 years; Literacy Coach for the last 10 years. Authored for SNE the last two summers. Serve on the RLAC Advisory Board at UConn.
- **Roxanna Lopez:** Literacy Specialist at McGee Middle School, Berlin Public Schools, is currently the Literacy Specialist at McGee Middle School in Berlin, CT. She has over 25 years of middle school teaching, coaching, and leadership experience. She has been an SNE lesson author and member of the SNE Data Review Committee.
- **Maureen Curran:** Grade 2 Teacher, West Hartford Public Schools, worked for West Hartford public schools for 22 years. She has taught special education both in a resource room and a co-taught classroom and regular education in first and second grade. Maureen is a certified Wilson teacher. She has worked on writing and reviewing new curriculum at both the state and district level including the NGSS and Math. She has written third grade lessons for tools for teachers and questions for SBAC for third grade claim 1 as well as attended two SNE workshops and served on the SBAC steering committee for K-2.

# DISCUSSION POINTS

- **How do you use T4T in your lesson/curriculum planning?**
  - ▶ SBAC Connections into curriculum and use T4Ts as a curriculum planning page.
- **What are the benefits of participating in the State Network of Educators (SNE)?**
  - ▶ Creating Tools for Teachers materials
- **What is, in your opinion, the most valuable feature of T4Ts?**
- **If you were just starting to access these resources, what would you want to know as a new user?**
- **Questions from Audience**

Grade 6 Unit	Connected Learning Activity	Links to Resources (activities, handouts, slides, etc.)	Standard
1- Launch	LA 6  LA 7	<ul style="list-style-type: none"> <li>• <a href="#">Inferring SBAC Lesson</a> <ul style="list-style-type: none"> <li>○ <a href="#">Inferring Lesson Materials</a></li> </ul> </li> <li>• <a href="#">Summarizing SBAC Slideshow</a></li> </ul>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (<a href="#">CCSS.ELA-LITERACY.RL.6.1</a>)</p> <p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (<a href="#">CCSS.ELA-LITERACY.RL.6.2</a>)</p>
2- Personal Essay	LA 9 LA 15  LA 15	<ul style="list-style-type: none"> <li>• <a href="#">Brief Write Introduction</a></li> <li>• <a href="#">Reflexive and Intensive Pronouns SBAC Lesson</a> <ul style="list-style-type: none"> <li>○ <a href="#">Personal and Reflexive Pronoun Chart</a></li> </ul> </li> <li>• <a href="#">Commas, Dashes and Parentheses SBAC Lesson</a> <ul style="list-style-type: none"> <li>○ <a href="#">Non-Restrictive Parenthetical Elements</a></li> </ul> </li> </ul> <p>IAB-Editing</p>	<p>Write arguments to support claims with clear reasons and relevant evidence. (CCSS.ELA-LITERACY.W.6.1)</p> <p>Introduce claim(s) and organize the reasons and evidence clearly. (CCSS.ELALITERACY.W.6.1.A)</p>

3- Character	LA 9/ LA 10	<ul style="list-style-type: none"> <li>• <a href="#">Reading Literary Text SBAC Question Stems</a></li> <li>• <a href="#">Analyzing Within a Text SBAC Lesson</a> <ul style="list-style-type: none"> <li>○ <a href="#">Analyzing Within a Text Slideshow</a></li> <li>○ <a href="#">Character Change Graphic Organizer</a></li> </ul> </li> </ul> <p>IAB-Reading Literary Text</p>	<p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS.ELA-LITERACY.RL.6.5)</p>
3- Literary Essay	LA 9  LA 10	<p><a href="#">Revision SBAC Question Stems</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Editing SBAC Question Stems</a></li> <li>• <a href="#">Elaboration with Quotes</a></li> <li>• <a href="#">Revisions with Transitions</a> <ul style="list-style-type: none"> <li>○ <a href="#">Transition Resource</a></li> </ul> </li> <li>• <a href="#">Tips for Giving Effective Feedback</a></li> </ul> <p>IAB-Revision</p>	<p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS.ELA-LITERACY.W.6.1.B)</p>

4- Nonfiction	LA 2	<ul style="list-style-type: none"> <li>• <a href="#">Read Information Text Question Stems</a></li> <li>• <a href="#">SBAC Stems for NF Unit</a></li> <li>• <a href="#">Brief Write Argumentative Clear Claim</a></li> </ul>	<p>Write arguments to support claims with clear reasons and relevant evidence. (CCSS.ELA-LITERACY.W.6.1)</p>
	LA 3	<ul style="list-style-type: none"> <li>• <a href="#">Brief Write Informational Introduction</a></li> </ul>	
	LA 4 LA 6 LA 15	<ul style="list-style-type: none"> <li>• <a href="#">Text Structures slideshow</a></li> <li>• <a href="#">SBAC vocabulary slideshow</a> <ul style="list-style-type: none"> <li>○ <a href="#">Formative on terms</a></li> </ul> </li> <li>• <a href="#">What is it REALLY about? It's All About the Details SBAC Lesson</a> <ul style="list-style-type: none"> <li>○ <a href="#">History of Chocolate article</a></li> </ul> </li> <li>• <a href="#">How do we draw a conclusion</a></li> <li>• <a href="#">Formative on Plastics</a></li> <li>• <a href="#">Stake your Claim SBAC Lesson</a> <ul style="list-style-type: none"> <li>○ <a href="#">Stake your Claim Student Worksheet</a></li> <li>○ <a href="#">PBS Article NFL Bullying Case</a></li> <li>○ <a href="#">Stake your Claim Graphic Organizer</a></li> </ul> </li> </ul>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RI.6.1)</p> <p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from</p>

5- Storytelling	LA 4/LA 5 LA 15	<ul style="list-style-type: none"> <li>• <a href="#">Brief Write Conclusion</a></li> <li>• <a href="#">Literary Devices Formative</a></li> <li>• <a href="#">Words, Wonderful Words SBAC Lesson</a> <ul style="list-style-type: none"> <li>○ <a href="#">Description, Details and Sensory Language Slideshow</a></li> <li>○ <a href="#">Using Precise Language</a></li> <li>○ <a href="#">Sensory Language Note Catcher</a></li> </ul> </li> </ul> <p>IAB-Listening &amp; Interpreting</p>	<p>Provide a conclusion that follows from the narrated experiences or events. (<a href="#">CCSS.ELA-LITERACY.W.6.3.E</a>)</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-LITERACY.W.6.2.D)</p>
Morphology	Ongoing throughout all units	<ul style="list-style-type: none"> <li>• <a href="#">Morphology Slide Show #1</a></li> <li>• <a href="#">Morphology Slide Show # 2</a></li> <li>• <a href="#">Multiple Meaning Words SBAC Lesson</a> <ul style="list-style-type: none"> <li>○ <a href="#">Multiple Meaning Words Sentence Samples</a></li> <li>○ <a href="#">Frayer Model</a></li> <li>○ <a href="#">Vocabulary Foldable Examples for Informational Text</a></li> <li>○ <a href="#">Exit Ticket for Multiple Meaning Words</a></li> </ul> </li> <li>• <a href="#">Language and Vocabulary Usage SBAC Question Stems</a></li> </ul>	<p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>(<a href="#">CCSS.ELA-LITERACY.W.6.3.D</a>)</p>