

# Sensible Assessment Series: Incorporating IABs to Inform Instruction



Connecticut State Department of Education  
April 24, 2024



# Meeting Reminders



## Meeting Reminders:

- The link to the slide deck is in the chat.
- The meeting is being recorded and will be posted to the Student Assessment [Training](#) webpage.
- Attendees are on mute.
- We are monitoring the chat and will try to respond. If we do not get to your question, please email us at [ctstudentassessment@ct.gov](mailto:ctstudentassessment@ct.gov).
- We will stop at several points during the presentation for questions where attendees can “raise their hand” and ask questions verbally.



# Today's Agenda



- Update on Sensible Assessments
- District/School Sharing
  - ACES, Melissa Rizza and Dr. Anne Pember
  - ISAAC, Nick Spera and Lisa Lazarou
  - Ledyard, Holly Miller
- Summary
- Resources



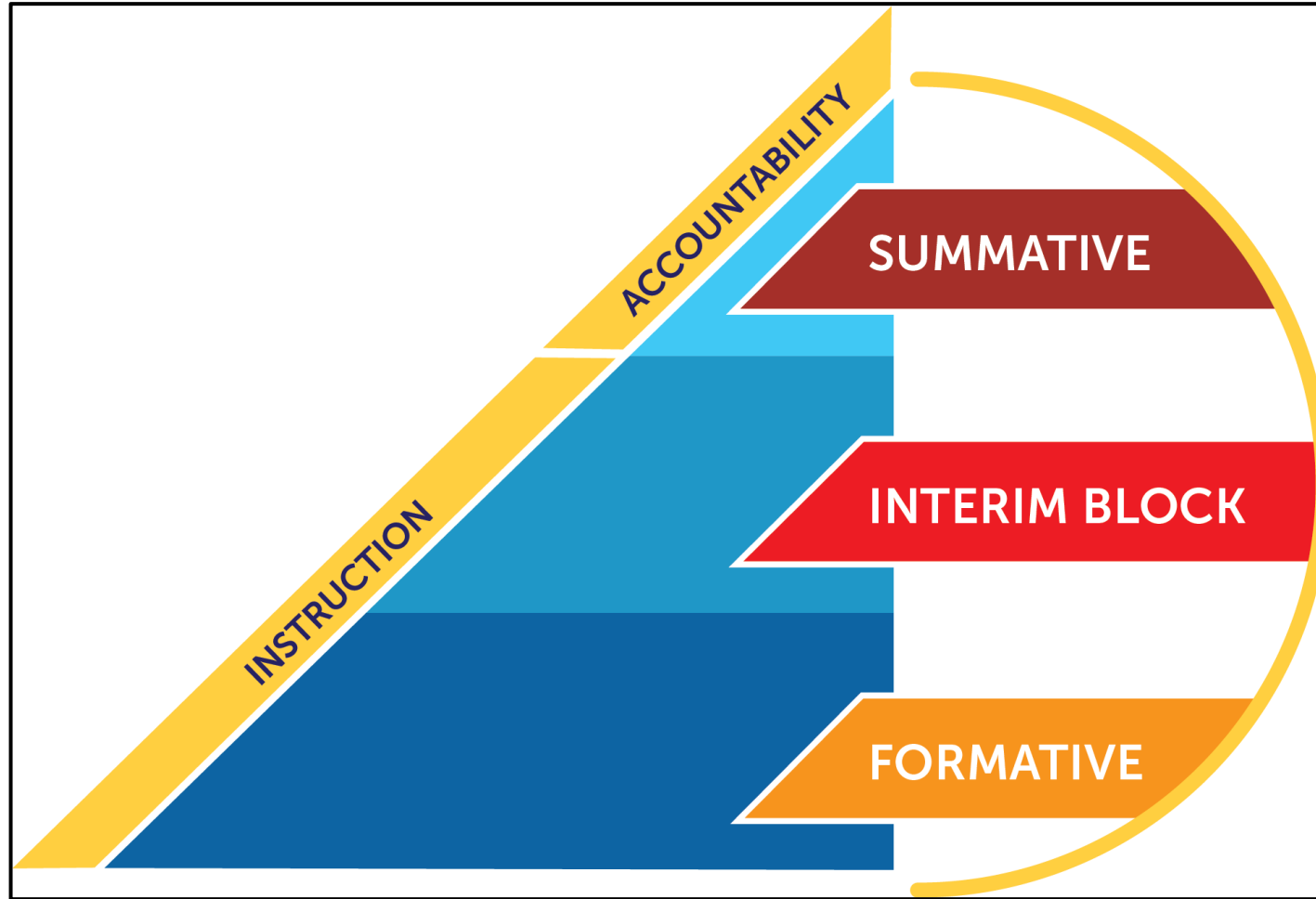
# Sensible Assessment Webinar



<p><u>May 29, 2024</u> <u>3:00 p.m. – 4:00 p.m.</u> <b><u>Using Smarter Balanced/NGSS</u></b> <b><u>Interim Results and</u></b> <b><u>District Sharing</u></b></p>	<p>This virtual meeting will present an overview of some of the ways that Smarter Balanced/NGSS Interim Assessment results can be analyzed using the Centralized Reporting System. Connecticut educators will share their experiences and provide tips on analyzing Smarter Balanced/NGSS Interim results using the Centralized Reporting System.</p>
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# Sensible Assessment





# Range of Assessments



Assessment Type	When	Purpose	Priority for Instruction
	<p><b>During</b> instruction</p>	<ul style="list-style-type: none"> <li>• Provides feedback so teachers may adjust instruction on-the-fly</li> <li>• Provides feedback to students to help them know where they are, where they need to be, and what they need to do to reach mastery</li> </ul>	<p>High</p>
	<p><b>Between</b> learning cycles (i.e., end of unit, quarterly, etc.)</p>	<ul style="list-style-type: none"> <li>• Measures domain-level performance</li> <li>• Aligned to standards and includes high-quality test items like in the summative</li> <li>• Designed to help classroom teachers evaluate student learning</li> <li>• Informs curriculum and instruction</li> </ul>	<p>Medium</p>
	<p><b>After</b> year or course</p>	<ul style="list-style-type: none"> <li>• Culminating evaluation</li> <li>• Measures overall performance</li> <li>• Aligned to standards</li> <li>• Standardized and reliable</li> <li>• Accountability</li> </ul>	<p>Low</p>



# District Sharing

**ACES: Melissa Rizza and Dr. Anne Pember**

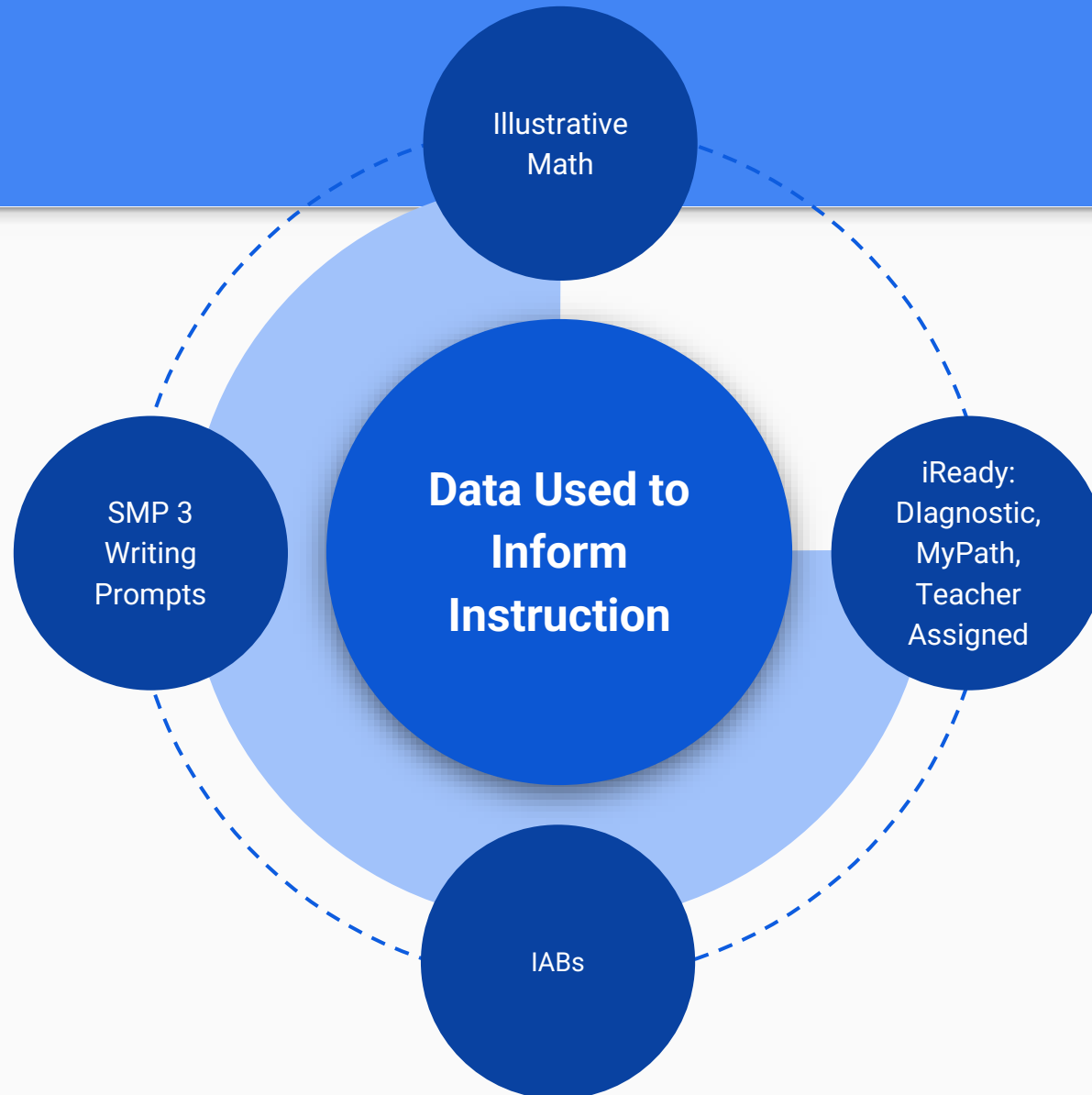
# Smarter Balanced Interims and District Sharing

ACES at Chase Strategies that Incorporate the Smarter Balanced Interim Assessments as tools to inform curriculum and instruction.

Melissa Rizza and Dr. Anne Pember  
ACES at Chase, Instructional Coaches  
April 24, 2024



# ACES at Chase Philosophy of Assessments



# Start of Year

- Created report groups
- Provided all teachers access
- Reviewed data in PLCs

# Data Wise Outcomes

- Examination and discussion of data in a meaningful, structured way
- Exploration of implications for teacher practice



# Three Norms for Interaction with Data

## What does the data suggest?

- Assuming Positive Intentions
- Grounding Statements in Evidence
- Taking an Inquiry Stance

# What are the Implications for Classroom Practice?

## Based on your observations and interpretations:

- What are the implications for this work for teaching and assessment?
- What steps could be taken next?
- What strategies might be most effective?
- What else would you like to see happen?
- What kinds of assignments or assessments could provide this information?

The image shows the words "WHAT" and "NOW" in a 3D, blocky font. "WHAT" is in a light blue color and "NOW" is in a yellow color. The letters have a slight shadow, giving them a three-dimensional appearance.

The image shows the words "WHAT ELSE?" written in a black, hand-drawn, sans-serif font on a bright green piece of paper. The paper appears to be torn from a white surface, with jagged edges and some white paper visible underneath.

# What are the implications for classroom practice?

- What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
- What are the implications for equity and access?

## Learning From Student Work: Evidence-Based Instruction

Department/Team:

Course/Grade:

Date:

Attendee(s):

Data Source Reviewed:

Data Results Summary (*brief narrative*):

Your focus will be on the students who have shown little growth (those on the left side of the quadrant). Regardless of whether students are already achieving mastery but have not grown much or students are far from mastery but have not grown much - we want to focus our efforts on making a plan to increase their growth.

Students at Mastery with Little Growth	Students below Mastery with Little Growth

1. What is the SPECIFIC plan (including strategies) to address the area(s) in which students are NOT doing well (please bullet your list)?

	Area of Need:	Area of Need:	Area of Need:
Advanced learners - Already at Mastery			
Struggling learners - Beginning Mastery			

2. Results Indicators:

- a. What is the evidence that the strategy is being taught?
- b. What is the evidence that the strategy plan is working?

3. What is the date by which the effectiveness of this strategy will be assessed?

## Gr. 6 FIAB: Dividing Fractions

- Focusing on lowest performing questions
- Compare and contrast data across teams to determine if one group of students was more successful than others and if so, what instructional strategies were used
- Deep dive into individual students:
  - Compacted student who scored below proficiency - all questions with mixed numbers were wrong. Student was absent during the review of converting mixed to improper so needs a quick check in.
  - Some misunderstandings on questions 13 & 14 - one wanted a partial serving, the other did not. How do we incorporate both types of problems into instruction?



# Questions?





# District Sharing

**ISAAC: Nick Spera and Lisa Lazarou**

# IABS at ISAAC:

## A Story of Change & Success



**Presented in Collaboration with CSDE**

**Dr. Nicholas J. Spera**

*ISAAC Executive Director*

**Lisa Lazarou**

*Core Instructional Coach/SRBI Coordinator*



# THE NEED FOR CHANGE

AMONG THE LOWEST STUDENT ACHIEVEMENT PERFORMANCE IN THE STATE

## 2019 SBAC MATHEMATICS RANKINGS

#	DISTRICT	Goal & Above %
1	Lyme-Old Lyme	73.7
2	East Lyme	63.8
3	Stonington	62.7
4	Waterford	61
5	Ledyard	44.1
6	Montville	43.4
7	Groton	40.4
8	Learn	32
9	Norwich	17.6
10	New London	14
11	ISAAC	7.4

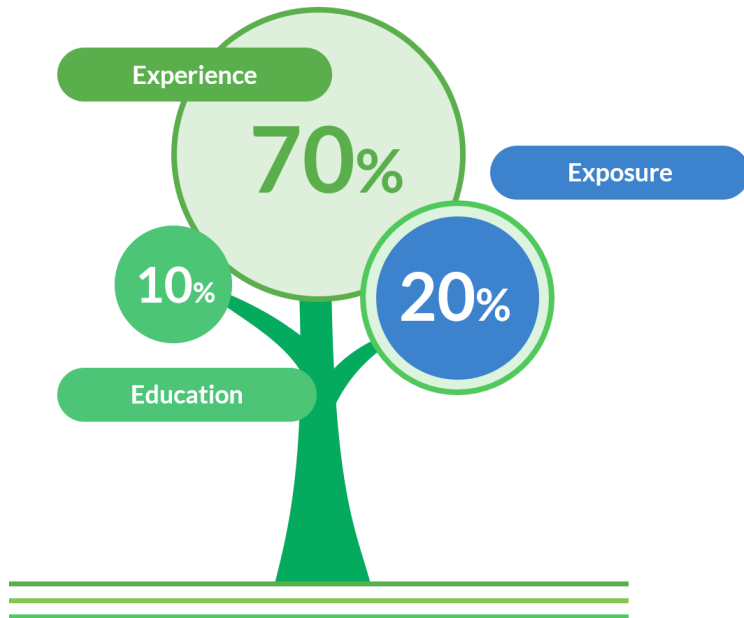
#	DISTRICTS	MATH
1	Stamford	35
2	Norwalk	33.8
3	Windham	28.1
4	Meriden	22.9
5	Danbury	21.6
6	Ansonia	20.4
7	New Haven	19.4
8	Derby	18.8
9	East Hartford	18
10	Norwich	17.6
11	Manchester	16.9
12	Hartford	14.3
13	New London	14
14	Bridgeport	13
15	Waterbury	11.8
16	New Britain	9.5
17	ISAAC	7.4

## 2019 ACCOUNTABILITY INDEX RANKINGS

#	DISTRICTS	ACCT. INDEX
1	Stonington Middle School <i>Stonington Public Schools</i>	73
2	Lyme-Old Lyme Middle School <i>Region 18</i>	72.9
3	East Lyme Middle School <i>East Lyme Public Schools</i>	69.8
4	Clark Lane Middle School <i>Waterford Public Schools</i>	68.3
5	Cutler Middle School <i>Groton Public Schools</i>	67.6
6	Ledyard Middle Schools <i>Ledyard Public Schools</i>	66.1
7	Leonard J. Tyl Middle School <i>Montville Public Schools</i>	64.9
8	West Side Middle School <i>Groton Public Schools</i>	63.3
9	Bennie Dover Middle School <i>New London Public Schools</i>	54.2
10	Kelly STEAM Middle School <i>Norwich Public Schools</i>	52.1
11	Teachers' Memorial Middle School <i>Norwich Public Schools</i>	51.3
12	ISAAC Middle School <i>Interdistrict School for Arts &amp; Communication</i>	50.6

# HOW WE DID IT?

## 3 Es of Learning



## Beginning the Summer 2020:

- Teachers took the SBAC for the first time
- PD in curriculum was given to all teachers and was written in a common format that included embedded EL strategies, key terms, vocabulary, assessments, and unit tasks
- Mandated incorporation of SBAC style assessments & Do Now/Warm-ups to gain exposure and experience for students
- New Master Schedule that invites collaboration through a vertical alignment with PLCs and horizontal with iPLCs

# A NEW WAY OF PRACTICE

**Unit 1: Mystery, Murder and Madness**  
**8<sup>th</sup> Grade Language Arts**  
24 Class Meetings

*Updated May 2023*

**Essential Questions**

- Why do people feel driven to solve mysteries?
- What strategies does a reader use when trying to solve a mystery?

**Enduring Understandings with Unit Goals**

**EU 1:** Readers are analytical and think critically, using implicit and explicit textual information to make conclusions and inferences that help them solve mysteries.

- Analyze how authors use irony, character interactions, and figurative language to develop a theme.
- Examine how dialogue and specific moments in a story reveal change in a character or provoke a character's decision.

**EU 2:** Strong text analysis requires relevant evidence that is thoroughly explained.

- Engage in the writing process to justify specific claims using relevant, contextualized evidence and detailed explanations.

**EU 3:** The persuasiveness of an oral argument depends on the presentation of relevant evidence in a focused, coherent manner.

- Present thoroughly researched, written and revised oral arguments in a Mock Trial.

**Standards**

**Common Core State Standards:**

- **RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RL.8.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RL.8.6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.

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## NEXT STEPS IN 2021-2022:

- IABs and FIABs were incorporated into the curriculum
- Worked in collaboration with CSDE to design a methodology that allowed for experience and exposure for students while utilizing the data to drive instruction
- All assessments were “SBAC like” using Edulastic as an assessment tool
- Created the Core Instructional Coach position to support PLC & iPLCs

# ASSESSMENT SCHEDULES

Grade	Date	Name of Interim Assessment/SUBJECT
6	October 2023	<b>IAB: Number Assessment/ALGEBRA 1</b>
6	January 2024	<b>FIAB: Ratios and Proportional Relationship/ALGEBRA 1</b>
6	March 2024	<b>IAB: Expressions and Equations/ALGEBRA 1</b>

Grades	Date	Name of Interim Assessment/SUBJECTS
6, 7, 8	October 2023	Read Literary Text/ELA
6, 7, 8	December '23/January '24	Read Informational Text/ELA
6	March 2024	Brief Writes/ELA
7 & 8	March 2024	Write and Revise Argumentative/ELA

# ASSESSMENT SCHEDULES

Grade	Date	Name of Interim Assessment/SUBJECT
6	November 2023	<b>IAB:</b> <i>Number Assessment/MATHEMATICS</i>
6	February 2024	<b>FIAB:</b> <i>Ratios and Proportional Relationship/MATHEMATICS</i>
6	April 2024	<b>IAB:</b> <i>Expressions and Equations/MATHEMATICS</i>

Grade	Date	Name of Interim Assessment/SUBJECT
7	November 2023	<b>FIAB:</b> <i>Number System/MATHEMATICS</i>
7	February 2024	<b>FIAB:</b> <i>Algebraic Expressions and Equations/MATHEMATICS</i>
7	April 2024	<b>FIAB:</b> <i>Ratios and Proportional Relationships/MATHEMATICS</i>

Grade	Date	Name of Interim Assessment/SUBJECT
8	November 2023	<b>FIAB:</b> <i>Number Systems/MATHEMATICS</i>
8	January 2024	<b>FIAB:</b> <i>Congruence and Similarity/MATHEMATICS</i>
8	April 2024	<b>FIAB:</b> <i>Proportional Relationships, Lines, and Linear Equations</i>



# PLC & iPLC System

ISAC PLC & IPLC Schedule for 2023-2024	
Quarter Two: November and December 2023	
<i>PLC Feedback Form must be completed at the conclusion of each PLC Meeting</i>	
<b>November PLC Topic Schedule</b> <i>Learning Walks must occur prior to November 29th</i>	
Week of 10/30:	<b>PLC Assessment Data Reflection</b> <ul style="list-style-type: none"><li>• Use Assessment Worksheet and bring requested samples and data reports</li><li>• Review of Unit Summative Assessment Data using PLC Form</li><li>• Outcomes will continue in next week's PLC Curriculum meeting</li></ul>
Week of 11/6:	<b>Curriculum</b> <ul style="list-style-type: none"><li>• Use the PLC Curriculum Cover Page to guide discussion/revision</li><li>• Submit forms to Admin following PLC meeting if applicable</li></ul>
Week of 11/13:	<b>Curriculum (Continued)</b>
Week of 11/20:	N/A
Week of 11/27:	<b>PLC Learning Walk</b> <ul style="list-style-type: none"><li>• Visit two classrooms for 15 minutes</li><li>• Use PLC Learning Walk Form to guide PLC discussion</li></ul>
<b>December PLC Topic Schedule</b> <i>Learning Walks must occur prior to December 13th</i>	
Week of 12/4:	<b>Stanford Calibration Method</b> <ul style="list-style-type: none"><li>• One piece of evidence is scored using a rubric and scoring guide</li></ul>
Week of 12/11:	<b>PLC Learning Walk</b> <ul style="list-style-type: none"><li>• Visit two classrooms for 15 minutes</li><li>• Use PLC Learning Walk Form to guide PLC discussion</li></ul>
Week of 12/18:	<b>SLO Data Meetings with Administrator</b>
<b>November Core Team Topic Schedule</b> <i>Meetings to be scheduled with Core Instruction Coach</i>	
Week of October 10/30:	<b>Unit and Topic Shares</b>
Week of November 13:	<b>Educational Research Article Discussion</b>
Week of November 27:	<b>Reflections from PLC Team Learning Walks</b> <ul style="list-style-type: none"><li>• Use PLC Learning Walk Forms to guide Team discussion</li></ul>
<b>December Core Team Topic Schedule</b> <i>Meetings to be scheduled with Core Instruction Coach</i>	
Week of December 4:	<b>Unit and Topic Shares</b>
Week of December 11:	<b>Reflections from PLC Team Learning Walks</b>
Week of December 18:	<b>Educational Research Article Discussion</b>

## Core Instructional Coach Leads PLC & iPLC

- **PLC: Core Subject Area meets with Coach on a weekly basis**
  - *Unit Shares, Learning Walks, Assessment Data Reflection, Curriculum Revisions based on Results*
- **iPLC: Grade Level Teams**
  - *Review grade-level data and discuss collaborative ways to provide interdisciplinary teaching and learning*
  - *Review & discuss Edu. Research Articles*

# Analyzing the Data in PLC

- Meet in Subject Area PLC to analyze Summative Data for Interims.
- What questions and standards did students do well on?
- What questions and areas of deficiencies can be identified?
- Look for patterns among grade levels.
- How do we create Unit Assessments that include higher-level questions?
- Use the IAB data to drive assessment and curriculum
- Design lesson, unit tasks that reflect similar questions and tasks for all our students.

Dashboard Generator > Dashboard > Performance on Tests > School Performance on Test

Enter Student ID

Performance by Roster | Performance by Student

Features & Tools

Average Score, Performance Distribution and Average Points Earned on **Grade 6 ELA - Brief Writes (IAB)** (Spring), by Roster and Reporting Category: Interdistrict School For Arts And Communication 2023-2024

Filtered By: Rosters: All Rosters | Test Reasons: Spring | Standards Keys

Roster	Teacher	Total	Total Items					
Performance Distribution			Item Numbers and Points Earned					
			1	2	3	4	5	6
			2 pt	2 pt	2 pt	2 pt	2 pt	2 pt
District			0.96	0.94	0.94	0.19	0.72	0.61
School			0.96	0.94	0.94	0.19	0.72	0.61
<a href="#">Alger 23-24</a>	Alger, Mercedes		0.96	0.94	0.94	0.19	0.72	0.61

**PLC Assessment Reflection Form**  
 Complete after Grading the Unit Summative Assessment

COURSE NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_ UNIT NUMBER: \_\_\_\_\_

ASSESSMENT DATE: \_\_\_\_\_ AVG SCORE: \_\_\_\_\_

**TASKS TO BE COMPLETED PRIOR TO ASSESSMENT PLC MEETING**

- Form filled out after the completion of grading the summative unit assessments
- Collect and bring two examples of the assessment with scoring guide (high & medium or low)
- Rubric Scores and/or Screenshot of PowerTeacher Gradebook displaying all student scores

**Analysis of Unit Summative Assessment**

In what area/skill did students do well on this assessment?

What area/skill deficiencies were seen?

What patterns can be identified from the student mistakes?

What changes are needed for next year?

**Instructionally:**

**Improvement of Unit Assessment:**

What will you do or have you done for the students who didn't get it?



Performance by Roster

Performance by Student

Features & Tools

Average Score, Performance Distribution and Average Points Earned on **Grade 6 ELA - Brief Writes (IAB)** (Spring), by Roster and Reporting Category: Interdistrict School For Arts And Communication 2023-2024

Filtered By **Rosters:** All Rosters | **Test Reasons:** Spring | **Standards Keys**

Roster	Teacher	Total	Total Items					
		Performance Distribution	Item Numbers and Points Earned					
			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
			2 pt	2 pt	2 pt	2 pt	2 pt	2 pt
District		<p>Percent 6% 67% 26%</p> <p>Count 6 64 25</p>	0.96	0.94	0.94	0.19	0.72	0.61
School		<p>Percent 6% 67% 26%</p> <p>Count 6 64 25</p>	0.96	0.94	0.94	0.19	0.72	0.61
<a href="#">Alger 23-24</a>	Alger, Mercedes	<p>Percent 6% 67% 26%</p>	0.96	0.94	0.94	0.19	0.72	0.61

# Interim Assessments Implementation

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Implemented instructionally in class and completed together, providing feedback to students.

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Used as TWPS, Do Now, Error Analysis Problems, and Claim Evidence Reasoning Responses.

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Teacher Models Questions.

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Science, Social Studies, and SRBI Block uses the Interim Assessments instructionally.

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Tools for Teachers Interim Portal items used as Formative Assessments.



**Tools for Teachers**  
SMARTER BALANCED

Discover **classroom resources** you can use today.

Educator-created lessons, activities, strategies, and professional development to help tailor instruction and boost learning.

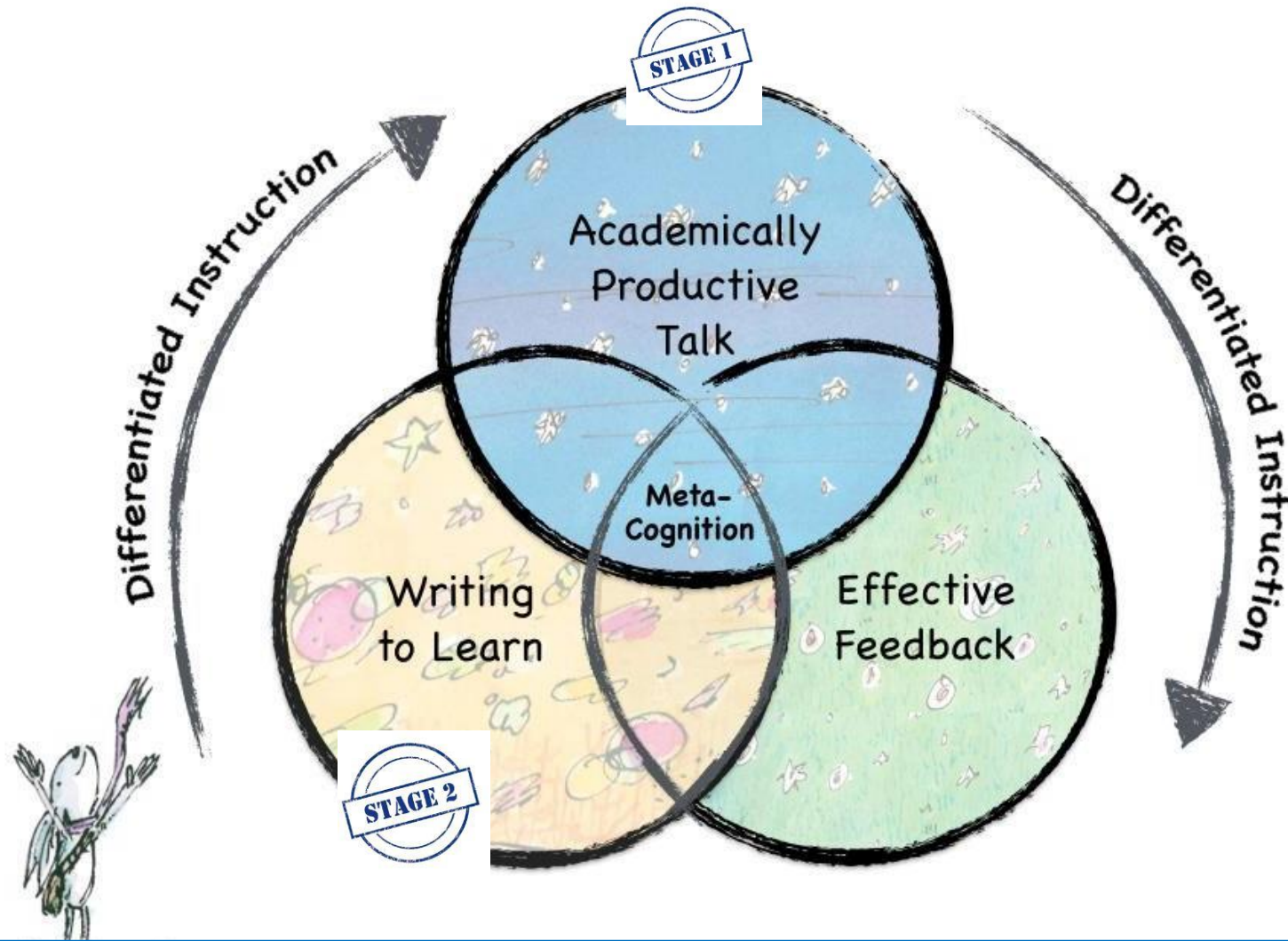
What are you looking for? (e.g., fractions, research, shapes)

Type a keyword to start searching. [Go to the filter](#) to choose your grade and subject.

## Additional IABs used in class as TWPS:

- Gr 6 Writing and Revising Expository Text
- Gr 6-8 ELA Research: Use Evidence (FIAB)
- Gr 6 Editing (FIAB)
- Gr 6-8 Revising (FIAB)
- Gr 6-8 Research: Evaluate Information and Sources (FIAB)
- Gr 6-8 Math Performance Tasks
- Gr 7 Geometry and Statistics Sample Items

# High-Leverage Instructional Practices



# Writing to Learn at ISAAC

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## IAB/FIAB QUESTIONS AS TWPS

- Used primarily as a warm-up
- Promotes Accountable Talk
- Forces students to explain “the why” or “the why not” for the SBAC style question
- Allows students to explain multiple rationales and ways to reach the correct answer

# ISAAC SUCCESS!

## 2023 ACCOUNTABILITY INDEX RESULTS

#	DISTRICTS	ACCT. INDEX	MINORITY	FREE/REDUCED
1	<b>Lyme-Old Lyme Middle School</b> <i>Region 18</i>	76.3	14.5%	11.7%
2	<b>East Lyme Middle School</b> <i>East Lyme Public Schools</i>	67.9	25.7%	22.1%
3	<b>ISAAC Middle School</b> <i>Interdistrict School for Arts &amp; Communication</i>	65.5	85.7%	71%
4	<b>Clark Lane Middle School</b> <i>Waterford Public Schools</i>	64.7	26.4%	28.6%
5	<b>Leonard J. Tyl Middle School</b> <i>Montville Public Schools</i>	62.4	39.2%	43.1%
6	<b>Stonington Middle School</b> <i>Stonington Public Schools</i>	61.7	16.4%	21.2%
7	<b>Ledyard Middle Schools</b> <i>Ledyard Public Schools</i>	53.8	28.2%	25%
8	<b>Groton Middle School</b> <i>Groton Public Schools</i>	52.3	49.5%	49%
9	<b>Kelly STEAM Middle School</b> <i>Norwich Public Schools</i>	48	72.3%	64.9%
10	<b>Bennie Dover Middle School</b> <i>New London Public Schools</i>	46.5	92%	95.8%
11	<b>New London Science and Technology Middle</b> <i>New London Public Schools</i>	45.3	83.6%	92.2%
12	<b>Teachers' Memorial Middle School</b> <i>Norwich Public Schools</i>	43.5	77%	65.3%

# NEXT STEPS FOR ISAAC

- Formal use of additional IABs in Social Studies and other subject areas
- Continue to develop and share high-quality assessment questions using Edulastic to build Unit Assessments
- Continuous Revision of the IABs we use to align with the curriculum
- Build student awareness and ownership of their data results and ability to improve
- Create exemplars for students
- High Leverage Practice #3: Effective Feedback:
  - *Honest feedback that provides explicit detail for the student to improve*





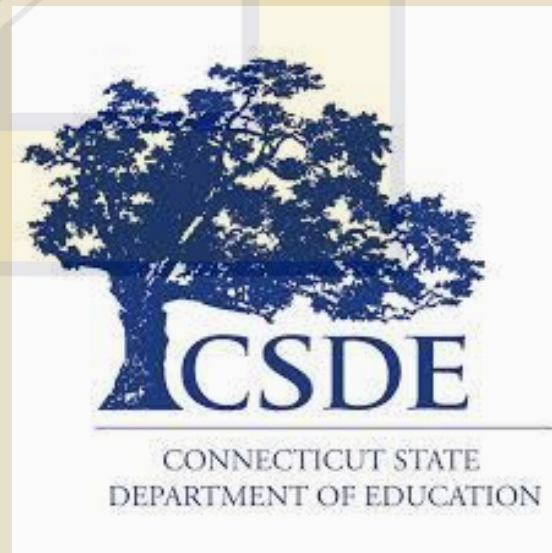


# District Sharing

Ledyard: Holly Miller

# CSDE - Ledyard Public Schools Presentation

April 2024



# Goals for the Presentation

- ❑ Historical Information on use of IAB in Ledyard
- ❑ Revising district plans for IAB implementation
- ❑ Professional Development and Next Steps for Instruction
- ❑ ML Supports
- ❑ Next Steps
- ❑ Questions or Comments

# IAB Background in Ledyard

- ❖ Previous Years Identified one or two IABs that were required and built a document to share with staff
- ❖ Rationale for those selected IABs - did not formally assess within our assessment calendar
- ❖ Provided some Professional Learning on the Claims and Targets, Analysis of the IABs, and some next steps

## Moving Forward with IABs 2023-2024

- ❖ Reviewed SBAC Scores from Spring 2023
- ❖ Grades 3-5 Rethought process for designing an improved plan to use more of the IABs (instructionally or test-like scenarios)
- ❖ Grades 6-8 Began to look at Units of Study and infused IABs within those units (alignment)
- ❖ Intentional planning for Professional Learning
- ❖ Smarter Tools for Teachers

# Grades 3-5 Overview and Unit Alignment

- ❖ Created a document to include a variety of resources to support IAB Understanding
- ❖ Reviewed pacing guide for ELA and begin to align IABs with the units of study - test like or instructional (Strike a balance)



# Sample IAB Resource Document

## Important Documents to Support the Administration of IABs

- [Screencastify for IAB Platform Introduction](#)
- [CSDE Comprehensive Assessment Portal](#) (New staff will receive an auto generated email from Cambium to set up credentials.)
- [CSDE Interim Assessment Manual](#)
- [ELA Construct Vocabulary](#)
- [Tools for Teachers CSDE](#) slides
- [Smarter Tools for Teachers](#) website
- [Video for Smarter Tools for Teachers](#)
- [Smarter Tools for Teachers General Interim Connections Playlist](#)

*How will the Interim Connections Playlist help me?*

- ❖ Support Students: Use performance progressions to identify where students are at in their learning process and how they can progress to the next level.
  - ❖ Dive Deeper Into the Content: Review grade-level knowledge and skill expectations for students within a specific block of content.
  - ❖ Plan Instruction: Use student performance data to inform and plan instructional next steps.
  - ❖ Take Action: Access teacher-created instructional resources to support student learning.
- [Creating An Answer Key Document Using the Interim Assessment Item Portal \(IAIP\)](#)

# Sample Grade Three Unit and IAB Alignment

## Grade 3 IAB Unit Alignment

Pacing	Unit Name	IAB Alignment	When to Administer	Purpose	IAB Specific Playlist (must be logged in to access)
November/December	Research Clubs: Elephants, Penguins, and Frogs, Oh My!	Read Informational Text	Throughout Unit	Instructional Practice or Guided	<a href="#">Read Informational Text</a>
December	Research Clubs: Elephants, Penguins, and Frogs, Oh My!	Listen and Interpret	December 15-20 (Note date change and can be done during WINN)	Test-like Scenario	<a href="#">Listen and Interpret Grade 3</a>

Because there are no specific WINN groups, the following IABs are recommended to be administered:

Write and Revise Narrative	January 2nd -5th	Test-like Scenario	<a href="#">Write and Revise Narrative</a>
Editing	January 13th - February 5th	Instructional Practice or Guided	<a href="#">Editing</a>

January/February	Character Studies	Read Literary Text	Mid unit	Test-like Scenario	<a href="#">Read Literary Text</a>
March	Test Prep Unit	Brief Writes	Mid unit	Test-like Scenario	<a href="#">Brief Writes</a>

Because there are no specific WINN groups, the following IABs are recommended to be administered:

Write and Revise Informational Texts	March 22-April 1	Test-like Scenario	<a href="#">Write and Revise Informational Texts</a>
Language And Vocabulary Use	March 22-April 1	Instructional Practice or Guided	<a href="#">Language And Vocabulary Use</a>



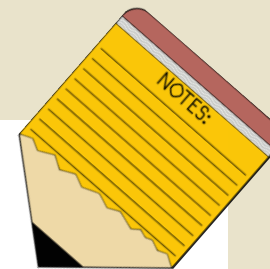
# Grades 6-8 Curriculum Work

Result of SBAC Scores Flatlining Over the Last Several Years

Analysis and evaluation of Units of Study leading to revisions:

- include skills to be taught and assessed vs. covered
- variety of complex texts
- formal and informal assessments
- alignment of IABs

# Grade 8 Sample Unit Revision



Unit Organizer not  
actual Unit of Study

## Unit 1

**Priority Skill:** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works as the Bible, including describing how the material is rendered new.

**Secondary Priority Skill:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Writing Component:** Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work draws on themes, patterns etc.)

## Unit 1: Understanding the World Through Text

*Skills Taught and Assessed:*

- Recognizing patterns in literature
  - Plot, setting, and character archetypes

*Skills Covered:*

- Review of elements of fiction with emphasis on:
  - Characterization
  - Parts of plot
  - Impact of setting (symbolism of settings)

*Identifying Patterns Progression (character)*

- (1) I can identify a character and main character traits
- (2) I can discuss layers of traits a character has shown throughout the text
- (3) I can identify and support a character archetype that reflects the character’s traits throughout the story
- (4) I can identify and support a character archetype that reflects the character’s role the story, including their relationship to other characters

*Texts Used:*

- *Tales of Hans Christian Anderson*
- *Trickster: Native American Tales. A Graphic Collection*
- Excerpt from “Snow White” Adaptation by Maura McHugh
- “Snow White and the Seven Dwarfs,” “Cinderella,” “Rose Red.” and other tales by the Brothers Grimm as found on Project Gutenberg
- *The People Could Fly: American Black Folktales* told by Virginia Hamilton
- *Folklore, Myths, and Legends: A World Perspective* by Donna Rosenberg
- Clips from contemporary Disney adaptations of Grimm’s Tales, such as *Tangled*

# Grade 8 Sample IAB Alignment

## *Objective Summary Progression:*

- (1) I can retell or list facts from the text. I may include my opinion.
- (2) I can write a summary with a topic sentence and evidence that relates. The summary might be too general or specific. It might include bias.
- (3) I can write a summary with a clear central idea followed by relevant, concise details. I focus solely on the author's opinion.
- (4) I can write a summary with a clear central idea followed by relevant, concise details. Details are balanced in specificity and importance.

## *Suggested Texts:*

- Current events articles from sources such as Newsela.com, NYTimes.com, WSJ.com, npr.org, pbs.org, etc.
- and/or informational texts in a variety of formats related to students' humanitarian conflict topics

## *Pre-Assessment*

[Informational Text Pre-Assessment](#)

## *Assessment*

[Post Assessment](#)

## *Aligned IABs:*

- [Read Informational Texts \(IAB\)](#)
- [Women in Space Explanatory Performance Task](#)

# Professional Learning

## Grades 3-5

- ❖ Implemented a protocol for examining data from *Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning* (2018)

**Step 1:** What parts of the data/student work caught your attention? (State and observe)

**Step 2:** What questions do you have? What does the data tell us? What does it *not* tell us?

**Step 3:** What are the problems of practice suggested by the data? What is one action step that can be taken to improve outcomes for students?

**Step 4:** Gallery Walk - What trends do you notice across the grades?

- ❖ **ELA Construct Vocabulary:** self evaluations of terms used vs not used; using terms interchangeably during instruction as well as written responses to text
- ❖ How to use **Smarter Tools for Teachers** as a Resource: Connections Playlist, Instructional Resources. etc...

# Professional Learning

## Grades 6-8

- ❖ Review of SBAC Claims and Targets and ELA Construct Vocabulary
- ❖ *Training Guide for Grade 7 Brief Write (Claim 2 - Target 3a)*
  - Careful analysis and deconstruction of Preamble, Stimulus, Item Stem and Scoring Rubric
  - Review of anchor set and then calibration using check set
  - Time for grade levels to review other training guides

# Impact on Instruction

- Use the IABs as part of class warm up
- Guided support for brief writes - students self scoring and then revising at the end
- Use of the ELA Item Specifications Booklet
- Add more brief writes into assessments
- Incorporate podcasts for Listening and Interpreting
- Use of ELA construct vocabulary interchangeably
- SBAC ELA test tips and strategies

# How to Prepare our ML Population

- ❖ Including ML Staff in Professional Development
- ❖ ML teachers sharing instructional strategies with classroom teachers
- ❖ ML teachers knowing what supports are offered for the IAB and SBAC and determining when to use with students during regular instruction
- ❖ ML teachers using specific vocabulary instruction and strategies to include the ELA Construct Vocabulary (Year below current grade level)
- ❖ Discussing with students the “why” of the assessment
- ❖ Modeling for students the different item types and how to approach them
- ❖ Making sure students use technology so they are familiar with keyboard and tools necessary to navigate the test platform

# Moving into 2024-2025

1. Continue to review SBAC scores - Strengths and Weaknesses
2. Analysis of the Threshold Achievement Level Descriptors
3. Creation of Lesson Collections from Smarter Tools for Teachers
4. Continued calibration using the Training Guides
5. Expectations of Charts in classrooms (i.e, skills and strategies, ela construct vocabulary)





# Questions or Comments

*Thank you!*



# Resources



# Interim Assessment Resources



- [Using the Interim Assessment Item Portal Video](#)
- [Connecticut Comprehensive Assessment Program Portal](#)
  - [The NGSS Interim Assessment Quick Guide](#)
  - [Smarter Balanced Interim Assessments Overview](#)
  - [Understanding and Creating Rosters in the CRS](#)
  - [Interim Assessment AI Scoring FAQ](#)
  - [Centralized Reporting System User Guide](#)



# Accessibility Resources



- [CSDE Assessment Guidelines](#)
- [Accessibility Chart](#)
- [Smarter Balanced and NGSS Reader Options Table](#)
- [Embedded and Non-Embedded Designated Supports for English Learners](#)
- [Best Practices for Determining Accommodations for Statewide Assessments Office Hours](#)



# Tools for Teachers Resources



- [Sensible Assessment Practices Webinar Series Webpage](#)
- [Smarter Balanced Tools for Teachers](#)
- [Smarter Balanced Back to School Assessment Playbook](#)
- [Smarter Annotated Response Tool Video](#)
- Sample Items Website <https://sampleitems.smarterbalanced.org/>
- Smarter Content Explorer  
<https://contentexplorer.smarterbalanced.org/>



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**QUESTIONS**

**FROM THE**

**CHAT**