

# Sensible Assessment Series: Tools for Teachers (T4T)



Connecticut State Department of Education  
February 28, 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
- Using Tools for Teachers
- District/School Sharing
  - Madison - Michelle Horn
  - West Hartford - Maureen Curran
- Summary
- Resources



# Sensible Assessment Webinars

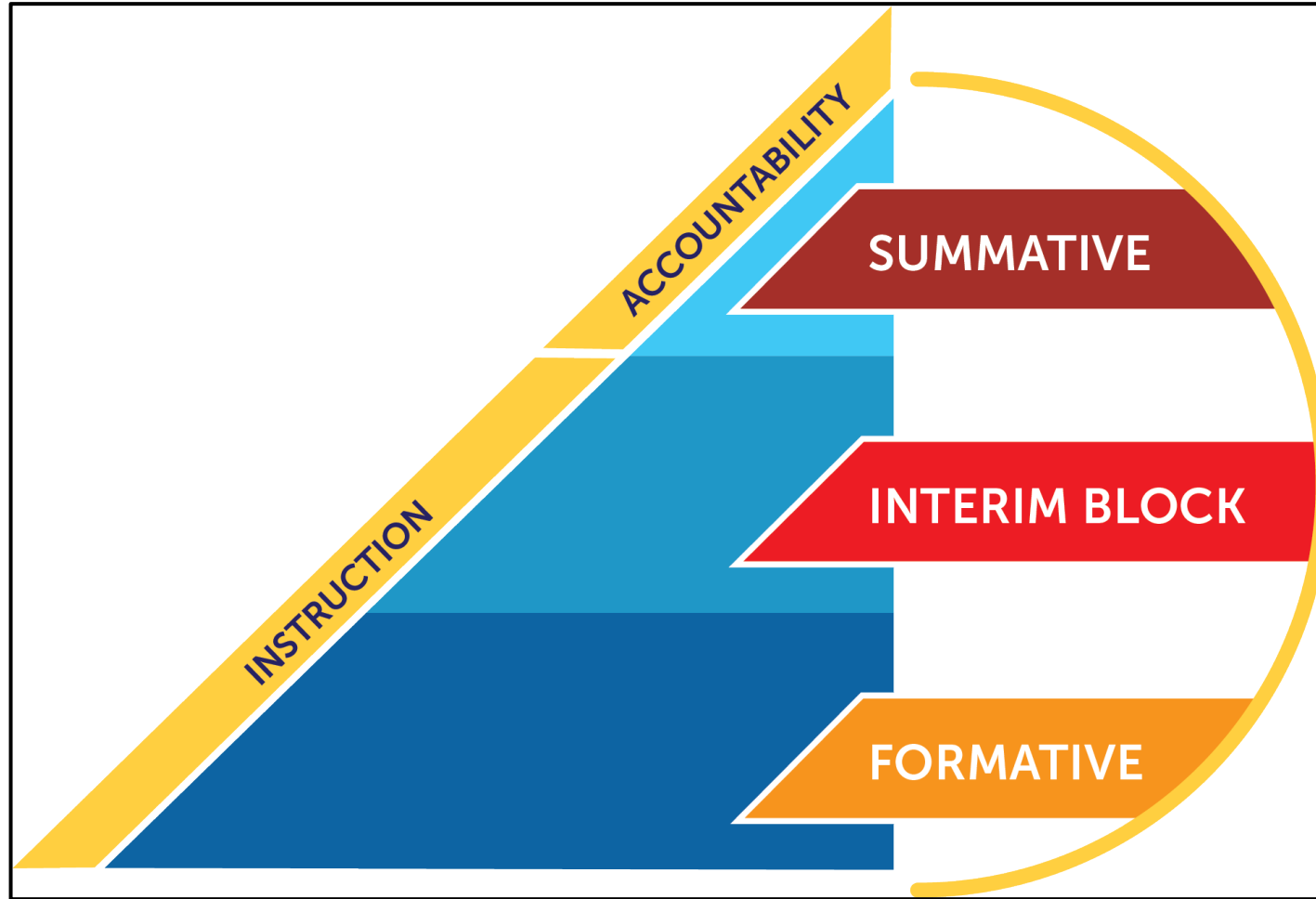


<p><u>March 27, 2024</u> <u>3:00 p.m. – 4:00 p.m.</u> <b><u>NGSS Interims and District Sharing</u></b></p>	<p>This virtual meeting will provide an update on the new item clusters and stand-alone items added to the NGSS Interims in December 2023. Additionally, participants will review resources and updated information to support the use of the NGSS Interims. Connecticut educators will share strategies that incorporate the NGSS Interim Assessments as tools to inform curriculum and instruction.</p>
<p><u>April 24, 2024</u> <u>3:00 p.m. – 4:00 p.m.</u> <b><u>Smarter Balanced Interims and District Sharing</u></b></p>	<p>This virtual meeting will review some of the resources and updated information available for the Smarter Balanced Interim Assessments. Connecticut educators will share strategies that incorporate the Smarter Balanced Interim Assessments as tools to inform curriculum and instruction.</p>
<p><u>May 29, 2024</u> <u>3:00 p.m. – 4:00 p.m.</u> <b><u>Using Smarter Balanced/NGSS Interim Results and 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>





# Sensible Assessment





# Range of Assessments



Assessment Type	When	Purpose	Priority for Instruction
<b>FORMATIVE</b>	<b>During</b> instruction	<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>	High
<b>INTERIM BLOCK</b>	<b>Between</b> learning cycles (i.e., end of unit, quarterly, etc.)	<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>	Medium
<b>SUMMATIVE</b>	<b>After</b> year or course	<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>	Low



# Tools for Teachers

Smarter Balanced





# What is T4T?



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





# The Value of Tools for Teachers



A collection of searchable resources, formative strategies, and accessibility supports aligned to content standards.



## Connections Playlists

Differentiate teaching by matching interim test scores to lessons that progress learning.



## Instructional Resources

Boost student learning with step-by-step, standards-aligned lessons created by teachers.



## Formative Strategies

Engage students using strategies to check understanding, set goals, and respond in real-time.



## Accessibility Strategies

Support students using teaching strategies that increase equitable access to content.



## Professional Learning

Grow your teaching expertise and get started using Smarter Balanced tools and resources.



## Interim Items Portal

Access interim assessment test questions for flexible classroom use and student activities.

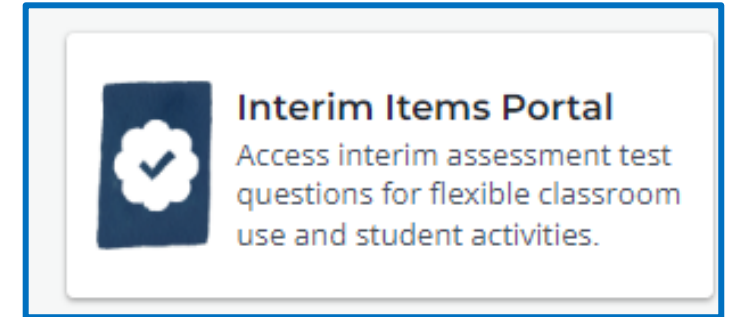


# Interim Assessment Item Portal

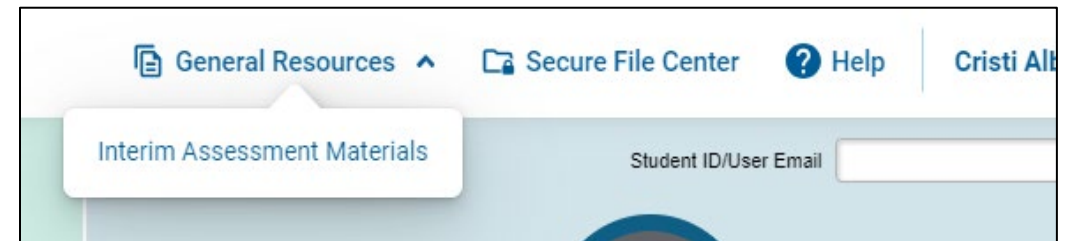


Within T4T's, teachers can

- View all (F)IAB metadata, items, rubrics
- View or save individual items or as a full block to a PDF for instructional use
- Print or save Answer Keys
- View Accessibility Features



Tools for Teachers is only available for Smarter Balanced math and ELA.





# Accessing T4T



## 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.



# T4T 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).



# 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 Peperoni 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 →](#)





# District Sharing

**Madison - Michelle Horn and Christina Zarotney**

**West Hartford - Maureen Curran**



Student  
Growth & Achievement

Train ALL  
Teachers

Knowing  
Our  
Students

Language

Resources

Non-High Needs &  
High-Needs

Target  
Strengths & Weaknesses

**Layer Smarter Balanced Resources  
& Materials into Curriculum**

# SBA Connections

Grade 6 Unit	Connected Learning Activity	Links to Resources (activities, handouts, slides, etc.)	Standard
Unit 4: Reading & Writing - Building an Argument to Persuade	LA 2 LA 3	<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><li>• <a href="#">Brief Write Informational Introduction</a></li></ul>	Write arguments to support claims with clear reasons and relevant evidence. (CCSS.ELA-LITERACY.W.6.1)
	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></li><li>• <a href="#">Formative on terms</a></li><li>• <a href="#">Tools for Teachers: What is it REALLY about? It's All About the Details</a></li><li>• <a href="#">History of Chocolate article</a></li><li>• <a href="#">How do we draw a conclusion</a></li><li>• <a href="#">Formative on Plastics</a></li><li>• <a href="#">Tools for Teacher: Stake your Claim</a></li><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>	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)  Determine a 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. (CCSS.ELA-LITERACY.RI.6.2)

# Level 1 & 2 Students

Student Name	English Language Arts						Mathematics							High Needs Status	Case Manager	Intervention?	Area of Concern
	Scale Score	Performance	Listening	Reading	Writing and Research/ Inquiry	Test Duration	Scale Score	Performance	Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling & Data Analysis	Test Duration-Sum mative	Test Duration-PT				
	2483	Level 2	Approaching	Approaching	Approaching	99	2457	Level 2	Below	Below	Approaching	89	35	High Needs			ELA/Math
	2400	Level 1	Below	Below	Below	88	2291	Level 1	Below	Below	Below	85	27	High Needs			ELA/Math
	2504	Level 3	Approaching	Approaching	Approaching	98	2523	Level 2	Approaching	Approaching	Approaching	93	34	High Needs			Math
	2553	Level 3	Approaching	Approaching	Approaching	88	2515	Level 2	Approaching	Approaching	Approaching	94	35	Non-High Needs			Math
	2480	Level 2	Approaching	Approaching	Approaching	95	2492	Level 2	Approaching	Below	Approaching	58	22	Non-High Needs			ELA/Math
	2474	Level 2	Below	Approaching	Approaching	170	2563	Level 3	Approaching	Above	Approaching	144	49	High Needs			ELA
	2479	Level 2	Approaching	Approaching	Approaching	116	2544	Level 3	Approaching	Above	Approaching	118	50	High Needs			ELA
	2495	Level 2	Approaching	Approaching	Approaching		2558	Level 3	Approaching	Above	Below			High Needs			ELA
	2585	Level 4	Approaching	Above	Above	125	2520	Level 2	Approaching	Approaching	Approaching	121	79	High Needs			Math
	2478	Level 2	Approaching	Approaching	Approaching	123	2473	Level 2	Approaching	Below	Approaching	116	49	High Needs			ELA/Math

# SBA Planning Sheet

The following targets were at/near proficiency:

Reading Performance Target Area:	Note:
<b>Target 2:</b> (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	This cohort tested at/near the last 2 years. <ul style="list-style-type: none"> <li>Target 2 Central Ideas.pdf</li> </ul>
<b>Target 7:</b> (Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	<ul style="list-style-type: none"> <li>Target 7 Language Use.pdf</li> </ul>
<b>Target 10:</b> (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	<ul style="list-style-type: none"> <li>Target 10 Word Meanings.pdf</li> <li>Grade 6 Target 10</li> <li>Grade 6 Target 10.pdf</li> </ul>

Unit	Week of	Target/Test-Taking strategy	Resource/Link
Unit 4: Reading & Writing - Building an Argument to Persuade	3/4	Target 10: Word Meanings	<a href="#">Tools for Teachers: Making Meaning With Words</a>
	3/11	Target 10 Test Taking Strategy:	
	3/25		
Unit 5: Storytelling	4/1	Target 2: Summarizing Test-taking Strategy: Be sure to use the RACE strategy when answering open-ended questions	<a href="#">Tools for Teachers: Summarize, Summarize, Sum, Sum, Summarize</a>
	4/15	Target 2: Central Idea	Determine a theme or central/main idea using relevant and clearly related details from a text and/or compare to other text themes.
	4/22	Target 7	
	4/29		

# SBA Notecards

Student Name:

Proctor:

- Math and ELA separate setting
- Speech-to-Text- math and ELA
- Text-to-Speech
  - Math- Stimuli and items
  - ELA- items
- Multiplication table allowed
- 100 Number Chart allowed

Student Name:

Proctor: |

- Math and ELA separate setting
- Speech-to- Text: Math & ELA
- Text-to-Speech
  - Math- Stimuli and items
  - ELA- passage & items
- Multiplication Chart Allowed
- 100 Number Chart Allowed
- Time on test last year was below average.
  - ELA 69 min/avg 88 min



# Resources



# 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/>





# 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 Roster 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](#)



# Signing Up for Smarter Balanced Activities



Apply online at

[Apply - Educator Recruitment \(smarterbalanced.org\)](https://smarterbalanced.org)

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



# Contact Us



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DEPARTMENT OF EDUCATION

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# Thank You



Q&A