

Smarter Balanced Assessments English Language Arts/Literacy: Overview

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Overview

- Key Changes for English Language Arts/Literacy Assessments
- The Assessment Development Process
- English Language Arts/Literacy Claims
- Smarter Balanced Practice Tests
- Resources
- Guiding Questions

Guiding Questions

- What do educators need to do to support student learning?
- What do educators need to do to ensure that students are prepared for the Smarter Balanced assessments?

What is Not Covered by the Common Core State Standards (CCSS) is Still Important

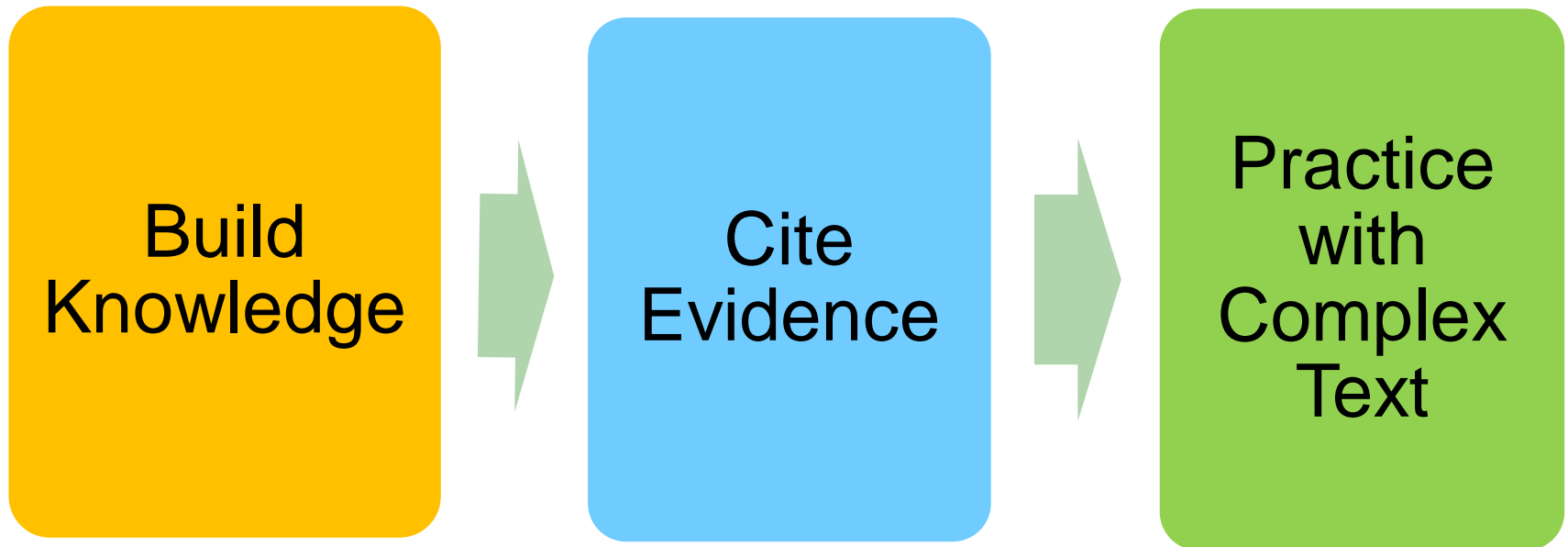
Page 6 of the CCSS for English language arts & Literacy in History/Social Studies, Science, and Technical subjects states that the standards:

- Define what all students are expected to know and be able to do, not how teachers should teach
- Focus on what is most essential - they are not a set of restrictions
- Are not meant to be an exhaustive list of what is taught
- Must be complemented by a well-developed, content-rich curriculum

English Language Arts/Literacy Assessment Key Changes



Key Shifts of the Common Core State Standards



English Language Arts/Literacy

Key Assessment Changes

Assessments are composed of reading, writing, listening and research. Assessments include a shift in:

- Text complexity across literary and informational texts; greater exposure to informational texts
- Writing for multiple purposes and to different audiences (i.e. narrative, informational/expository, and opinion/argumentative across all grade levels)
- Writing to source materials
- Conventions
- Performance Tasks (PT)

CCSS Implications for English Language Arts/Literacy Assessments

FROM:	TO:
Focusing only on reading skills	Focusing on complexity of what students can read in preparation for college/career
Students moving quickly through a text	Students taking time to read and reread, study, and ponder
Assessing literary terminology	Assessing academic/tier 2 vocabulary
Mostly assessing through select response items that do not require specific reference to textual evidence	Assessing through a range of items that require students to draw evidence from text; use constructed responses and brief-write items to require a variety of complex performances
Mainly writing to de-contextualized prompts	Connecting Reading to Writing; focusing on evidenced-based writing (narrative, argumentative, and informative/explanatory essays)
Measuring ELA only	Measuring literacy across disciplines

The Assessment Development Process



Defining Terms

From Standards to Assessment

- **Common Core State Standards** - provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- **Content Specifications for the Summative Assessment** - intended to ensure that the assessment system accurately assesses the full range of the standards.
- **Overall Claim** - Broad statements of the assessment system's learning outcomes, each of which requires evidence that articulates the types of data/observations that will support interpretations of competence towards achievement of the claims.
- **Assessment Targets** - for each group of domain-specific claims, a set of summative assessment targets is provided. Targets describe the expectations of what will be assessed by the items and tasks within each claim.

English Language Arts/Literacy Claims



The Structure of the Smarter Balanced ELA/Literacy Summative Assessment

Overall Claim for Grades 3-8

“Students can demonstrate **progress toward** college and career readiness in English Language arts and literacy.”

Overall Claim for Grade 11

“Students can demonstrate college and career readiness in English language arts and literacy.”

Claim 1 Reading: “Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”

Claim 2 Writing: “Students can produce effective and well-grounded writing for a range of purposes and audiences.”

Claim 3 Listening: “Students can employ effective listening skills for a range of purposes and audiences.”

Claim 4 Research: “Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”

Summative Assessments

APPROXIMATE Testing Times

Content Area	Grades	Computer Required			In-Class Activity	Total
		CAT	PT Only	Total		
English language arts/Literacy	3-5	1:30	2:00	3:30	0:30	4:00
	6-8	1:30	2:00	3:30	0:30	4:00
	11	2:00	2:00	4:00	0:30	4:30

The test duration estimates described above are applicable to most students. However, Smarter Balanced assessments are not timed tests. Some students may need more time while others may need less time to complete the assessment.

Performance Task

- **Classroom Activity:** A teacher-led activity using Smarter Balanced scripted material and sources
- **Part 1:** On a computer, students read and respond to three evidenced-based research questions
- **Part 2:** On a computer, students will develop a full-write response using the same source material in part 1

Approximate Testing Times:

- Classroom Activity: 30 minutes
- Parts 1 and 2: Total 2 hours

Questions



Reflect on Guiding Questions

1. What do educators need to do to support student learning?
2. What do educators need to do to ensure that students are prepared for the Smarter Balanced assessments?