

SMARTER BALANCED ASSESSMENTS: MOVING FORWARD

THURSDAY-FRIDAY, AUGUST 6-7, 2015

BRYAN TOLLER AND KEN HERMENS, ODE ASSESSMENT
SPECIALISTS



TOPICS WE'LL ADDRESS

- Look back at 2014-15
- Test Windows and Scheduling
- Student Interface Changes
- TA Interface Changes
- Preparing Students
- Using Results



A LOOK BACK AT 2014-15



TESTS ADMINISTERED IN 2014-15

Test Name	Number of Tests Completed
Smarter Balanced ELA CAT	283,011
Smarter Balanced ELA PT	281,168
Smarter Balanced Math CAT	282,807
Smarter Balanced Math PT	281,887

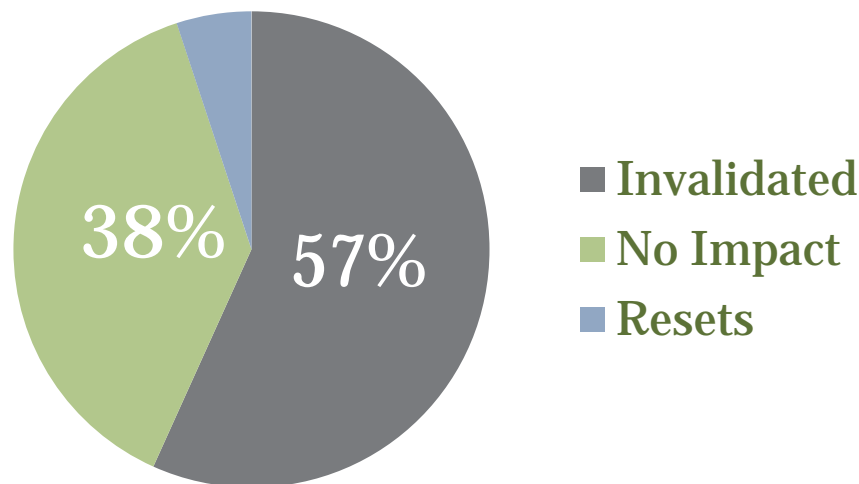


2014-15 TEST IMPROPRIETY SUMMARY

Type of Impropriety	# of Tests Impacted
Non-allowable resource	418
No classroom activity administered	211
IEP Violation	147
Non-secure environment	137
Students talking	136
Student coaching	61
Students cheating	51
Student given wrong test	45
Breach of student confidentiality	23
Untrained TA	22
Mishandling of secure materials	21
Student retested without parent permission	15
Student tested outside window	8
Review of secure test materials	7
Student tested under wrong SSID	7
Student did not receive directions	3
TA logged in as student	2

Test Subject	# of Reported Improperities*
Smarter ELA	266
Smarter Balanced Math	183
OAKS Science	54
OAKS Social Sciences	3
Extended Assessments	3
Grade 12 OAKS Math Retest	12
Grade 12 OAKS Reading Retest	8
Grade 12 OAKS Writing Retest	6
Kindergarten Assessment	27
ELPA	67

**some improprieties impact multiple tests*



Irregularities (students absent during PT, accidental submission, tech issues, etc.) resulted in approximately 1,200 re-opens



PREVENTING COMMON IMPROPRIETIES

- ❑ **Non-allowable resources which generated impropriety reports**
 - Cell phones
 - Calculators
 - Textbooks/handouts
 - Notes from class/classroom activity
 - Posters on walls providing improper assistance



PREVENTING COMMON IMPROPRIETIES

- ❑ **Prevention strategies related to the use of non-allowable resources**
 - TAs closely review the Oregon Accessibility Manual prior to testing and examine the test environment to ensure that all non-allowable resources are removed. This includes covering up posters that contain non-allowable content and removing any work generated during the Classroom Activity prior to the Performance Assessment.
 - TAs remind students of the rules and post reminders outside the lab. For cell phones, TAs create procedures for collecting all cell phones before students enter the test environment.



PREVENTING COMMON IMPROPRIETIES

❑ Student cheating

- TAs provide space or visual barriers between students.
- TAs circulate through the test environment to monitor students.

❑ Student coaching

- TAs limit interactions with students to the verbatim student directions in the Test Administration Manual and appropriately administer accessibility supports.
- TAs do not require students to show their work or otherwise provide students with feedback during testing.



PREVENTING COMMON IMPROPRIETIES

❑ TA review/analysis of test items

- To identify content covered on the test, the TA should refer to the Test Specifications and Blueprints.
- If students have a concern about a test item, the TA reads the script from the Test Administration Manual directing the student to the Student Comment Feature.
- Students will have the ability to submit comments on test items where they feel there is an issue with content or correct answers (as opposed to discussing items with test administrators).



TEST WINDOWS & SCHEDULING

CHANGES FOR THE 2015-16 SCHOOL YEAR



SMARTER BALANCED GRADE 12 RETEST

New for 2015-16: Grade 12 students may take the High School Smarter Balanced Assessments

- Available for any 12th grade student for Essential Skills or college placement purposes
- No instructional day requirement before Grade 12 students may access the test
- Retest opportunity is available beginning February 9, 2015 (no early window)



SCHOOL-LEVEL TEST WINDOWS

Statewide test window: **February 9 – June 10, 2016**

(Opens 1 month earlier than in 2014-15)

School-level test window requirements for the Smarter Balanced Math and ELA assessments:

- **New in 2015-16:** For both grades 3 – 8 and **grade 11**, testing shall not begin until at least sixty-six percent (66%) of a school's annual instructional days have been completed (last 12 weeks of school calendar).
- School-level test windows must last for at least four calendar weeks.

Promising Practice available online:

http://www.ode.state.or.us/wma/teachlearn/testing/admin/pp_school_test_windows.pdf



MANAGING SCHOOL TEST WINDOWS

- ❑ District-level users may *optionally* set school-level test windows by grade and subject in TIDE
 - ❑ For districts that implement school-level test windows in TIDE, TDS will only list tests for TAs to include in a test session during that test's school-level test window
 - ❑ For districts that do not set school-level test windows in TIDE, all tests will be listed for TAs to include in test sessions throughout the duration of the statewide test window for that test
- ❑ If a TA is associated in TIDE with more than one school, the TA Interface will ask the TA to select the appropriate school when setting up a test session
- ❑ This functionality is recommended (but not required) to help districts prevent inadvertent testing
 - ❑ Scenario A: Preventing PT testing when CAT testing is scheduled
 - ❑ Scenario B: Preventing a TA from inadvertently testing before the school's test window opens (e.g., instructional threshold)



MANAGING SCHOOL TEST WINDOWS

Add Test Windows

View/Edit Test Windows



Add Test Windows

* Entity Type:

* State :

* District :

* Window Information:

* Start Date of Test Window:

* End Date of Test Window:

Show Tests

Save

Number of Records 188

<input type="checkbox"/>	Test	Existing Windows
<input type="checkbox"/>	Grade 3 Math CAT	
<input type="checkbox"/>	Grade 4 Math CAT	
<input type="checkbox"/>	Grade 5 Math CAT	
<input type="checkbox"/>	Grade 6 Math CAT	
<input type="checkbox"/>	Grade 7 Math CAT	



SMARTER BALANCED TESTING TIME

Test Type	Grades	Smarter Balanced Estimate CAT & PT	50 th Percentile Oregon CAT & PT*	80 th Percentile Oregon CAT & PT**	80 th Percentile 2014 OAKS Single Instance***
English Language Arts	3-5	3:30	3:21	4:55	1:32
	6-8	3:30	3:36	5:04	2:12
	11	4:00	3:17	4:47	4:11
Mathematics	3-5	2:30	1:47	2:35	1:28
	6-8	3:00	2:02	2:52	1:41
	11	3:30	1:40	2:30	1:44

*Half of the students finished in this time or less.

**Twenty percent of students needed more than this amount of time to complete the assessment.

***Approximately half of students re-tested same subject. No writing assessment grades 3-8. 11th grade writing estimate 135 min.

The amount of time was summed across CAT and Performance Task sections (the preparatory classroom activity and computer log-in time are not included).



SMARTER BALANCED TEST EXPIRATIONS

- ELA & Math CAT: **45 calendar days**
- ELA & Math PT: **20 calendar days** (*New for 2015-16*)
 - Increased from 10 calendar days (2014-15 policy) to provide greater flexibility
 - ❖ Student absences
 - ❖ Parent-teacher conferences
 - ❖ 4-day weeks
 - ❖ Block schedules
 - Most students should still be able to finish within **10** calendar days



BREAKING UP THE TEST

- Pause Rules

- For the CAT: the student can no longer review or change previously answered items following a pause of **more than 20 minutes**
- For the PT: the student can resume where they left off (no pause rule applies)
- Any highlighting students have completed will persist during pauses in testing, including when students move from part A to part B of the ELA Performance Task, as long as the student uses the same operating system and browser when resuming the test.

- Retaining Student Drafts

- Rough drafts of the PT and for extended response items on the CAT may be securely retained
- Rough drafts **must** be collected and securely stored by the TA (students may NOT retain)
- Rough drafts must be securely destroyed once the student has completed the test



IMPROVED STUDENT DIRECTIONS

Student Directions have been edited for the following purposes:

- Reduction in overall length
- Simplification of terminology
- Clarification of directions
- Elimination of repetitions



A SUMMARY OF WHAT'S NEW

- Grade 12 retest opportunity on Smarter Balanced
- Testing Window opens 1 month earlier (February 9, 2016)
- High school testing may begin after 66% of instructional days are completed
- Updates have been made to expedite local capacity to manage school test windows in TIDE
- Performance Task window expanded to 20 calendar days to complete
- Highlighting will persist across testing sessions and segments
- Print on demand is now a designated support rather than an accommodation
- Student directions streamlined/clarified



IMPLICATIONS FOR YOU/ TABLE DISCUSSIONS

- What questions do you have?
- How will these enhancements impact your district's practices?
- What additional resources would help your district implement these enhancements, and when?



STUDENT INTERFACE

CHANGES FOR THE 15-16 SCHOOL YEAR



SCRUBBER FOR EMBEDDED AUDIO

Enables a student to drag to the desired position in the audio for pre-recorded audio

(Note: does not apply to text-to-speech)

Around the World in Seventy-Two Days

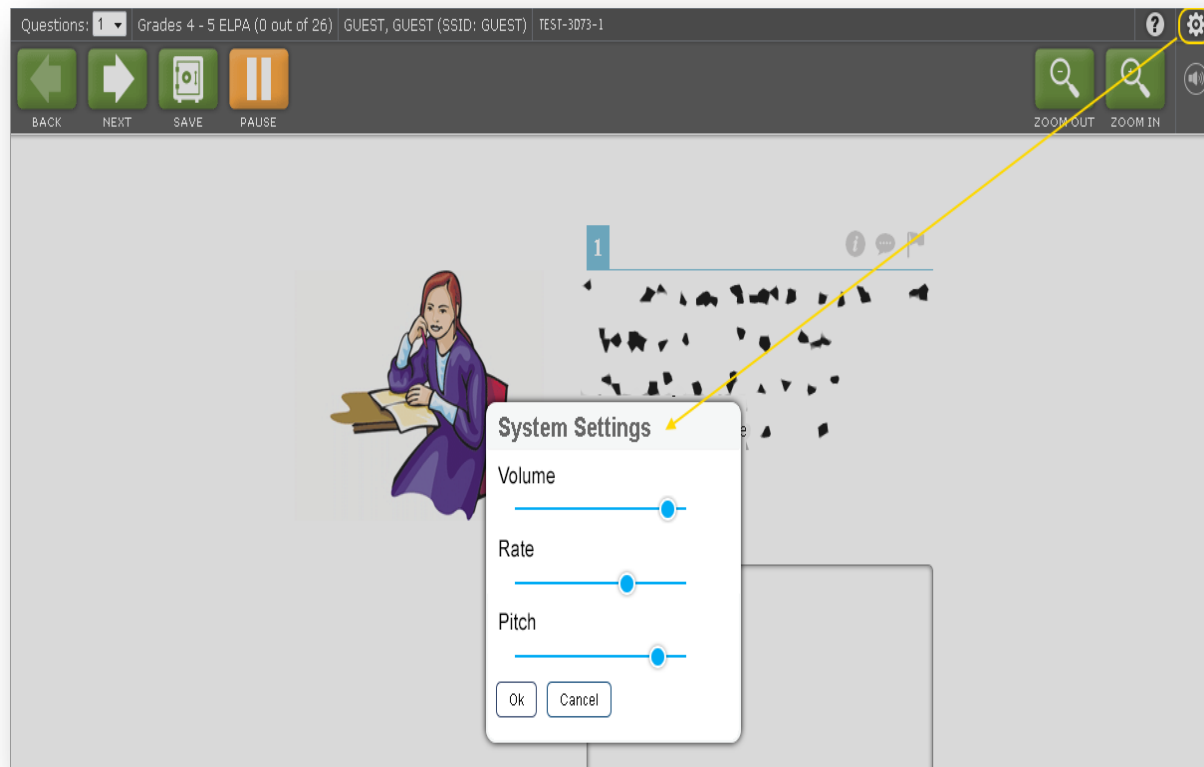
Listen to the presentation. Then answer the questions.



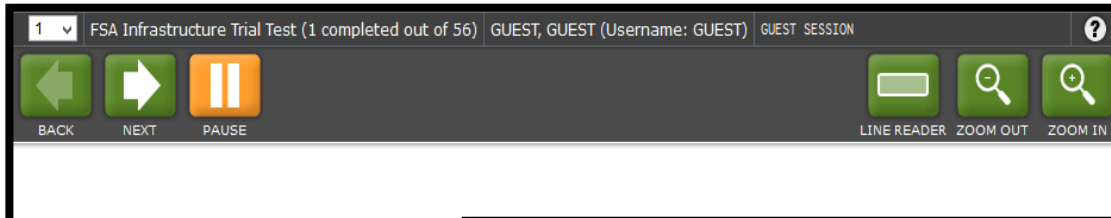
TEXT-TO-SPEECH SETTINGS

Allows the student to adjust the volume, rate (speed), and pitch for text-to-speech from inside the secure browser

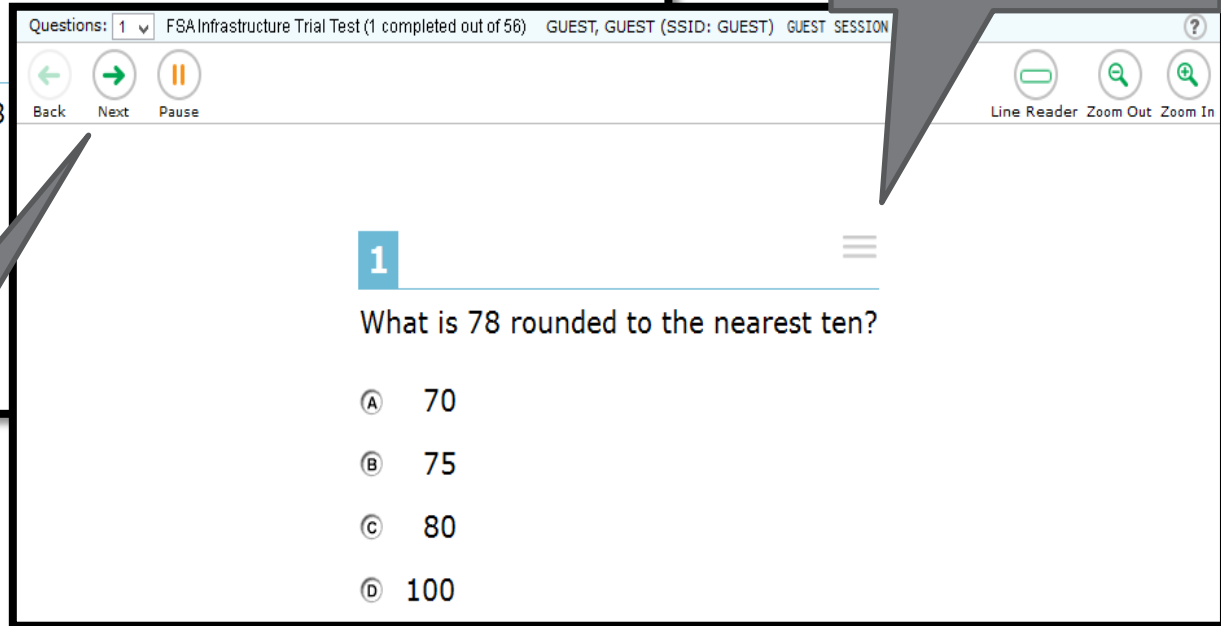
(Note: voice pack selection must still be done outside of the secure browser)



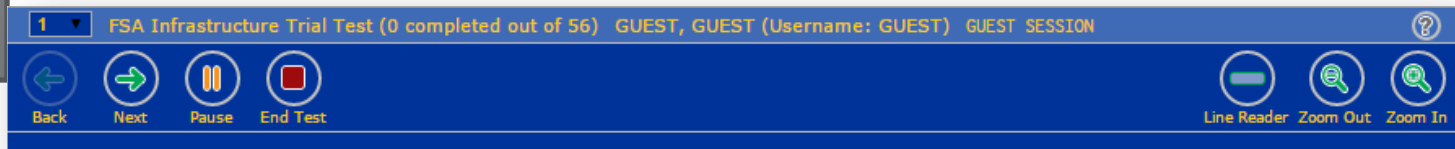
UPDATED SKIN AND ITEM TOOLS MENU



Tools now available through menu icon rather than requiring right-click (see next slide for details)



Navigation buttons now clear, allowing color contrast/overlay settings to apply



ITEM TOOLS MENU

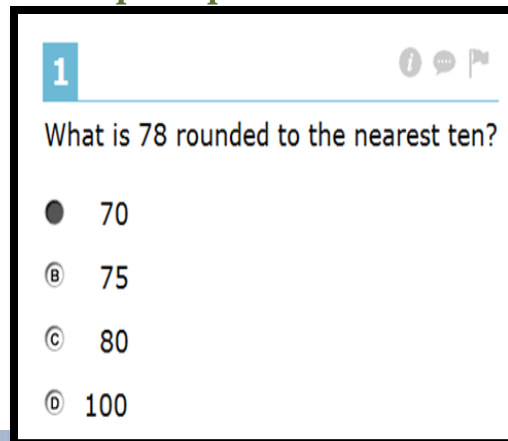
In the past tools were accessible via the right-click context menu and/or the buttons on the top of the item. Younger students had a hard time with this because options were hidden from them unless they knew that right-click was available.

All tools now consolidated in a single location under an industry-standard menu button in the top right corner of the item.

Right clicking isn't intuitive for tablets while menus are commonplace.

Old style requires the student to get acclimated with what the icons mean while the menu supports labels next to each icon so the students are not afraid to click.

Turning on this feature also turns on strikethrough mode which enables a student to quickly and easily strike multiple options without having to right click on each and every one.

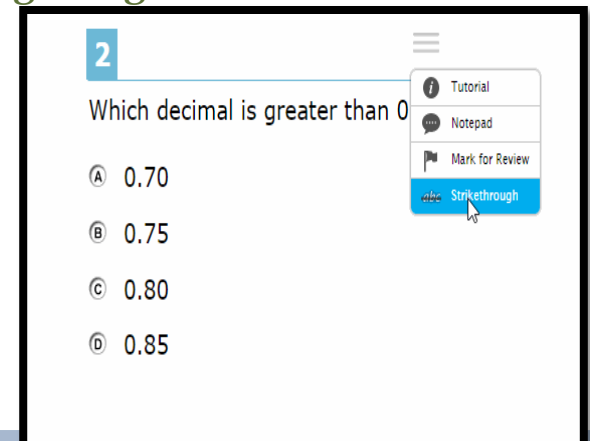


1

What is 78 rounded to the nearest ten?

- A 70
- B 75
- C 80
- D 100

Information, comments, and flag icons are visible in the top right corner.



2

Which decimal is greater than 0

- A 0.70
- B 0.75
- C 0.80
- D 0.85

The item tools menu is open, showing options: Tutorial, Notepad, Mark for Review, and Strikethrough. A mouse cursor is pointing at the Strikethrough option.



ITEM RESPONSE TIME MACHINE

Empowers a student with the ability to recover a saved (or auto-saved) draft from the **current test session**

Saved drafts are available for recovery with just a few clicks, ordered from most recent to oldest

Available as a universal tool, but must be turned off from the TA Interface

Note: the ability to recover drafts does not persist once a student pauses the test

Response Recovery

▼ **Sitting 2 (Now)**

Version 5 - 87 characters

Version 4 - 74 characters

Version 3 - 87 characters

Version 2 - 53 characters

▶ **Sitting 1 (4/24/2015)**

The **quick brown** fox jumped over the **lazy** dog.

Cancel Submit



PAGINATED ITEM GROUPS

Single item display within item groups

Students can navigate to individual items within an item group

Checkmarks show which items the student has answered

Enhanced security if pausing for 20+ minutes:

- If student pauses for more than 20 minutes without having answered all items in the item group, answered items will be “locked down”
- Students may still review but may not revise response to previously answered items in the item group

The screenshot displays a digital assessment interface. At the top, it shows the current question number (1-12) and the subject (Reading Language and Listening Grades 3-5). Below this is a navigation bar with icons for Back, Next, Save, and Pause. A secondary bar contains icons for Masking, Dictionary, Notes, Zoom Out, and Zoom In. A progress indicator at the top right shows 12 items, with item 4 selected and marked with a checkmark. The main content area is titled "Online Learning" and contains two numbered paragraphs. Paragraph 1 discusses learning in various settings, and paragraph 2 discusses learning before the Internet. To the right of the text, a question asks for the main idea of paragraph 4, with a text input box containing the answer "hello world".



CHANGES TO THE MATH TEST



Mathematics Summative Assessment Blueprint

As of 4/21/14

Blueprint Table Mathematics Grade 11						
Estimated Total Testing Time: 4:00 (with Classroom Activity) ¹						
Claim/Score Reporting Category	Content Category ²	Stimul		Items		Total Items by Claim ³
		CAT	PT	CAT ⁴	PT	
1. Concepts and Procedures	Priority Cluster	0	0	16	0	16
	Supporting Cluster	0	0	6	0	6
2. Problem Solving 4. Modeling and Data Analysis ⁵	Problem Solving	0	1	5	4	9
	Modeling and Data Analysis	0		6	2	
3. Communicating Reasoning	Communicating Reasoning	0				

1. Concepts and Procedures	Priority Cluster	0	0	14-16	0	19-22
	Supporting Cluster	0		5-6		
2. Problem Solving 4. Modeling and Data Analysis ⁵	Problem Solving	0	1	6	2-4	8-10
	Modeling and Data Analysis	0		8	0-2	
3. Communicating Reasoning	Communicating Reasoning	0				



MATH UPDATES

2015-2016 Item Development

- 1500 CAT Items
- 20+ Performance Tasks

Practice Test

- Practice CATs and PTs
- Exemplar sets for all practice PTs



TEST ADMINISTRATOR INTERFACE

CHANGES FOR THE 15-16 SCHOOL YEAR



TEST ADMINISTRATOR INTERFACE

Users will now see the test selection screen as soon as they log into the application

Completely redesigned widget now supports an unlimited number of assessments, test names of any length, customizable categories, customizable colors and the ability to very quickly select many assessments at once

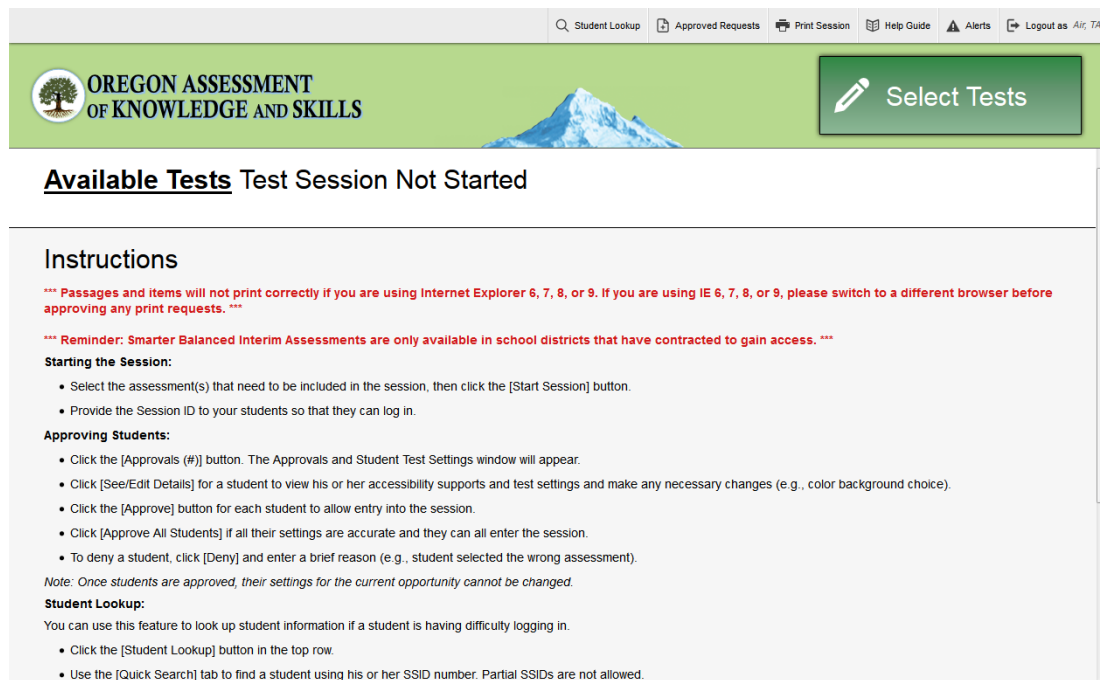
(Note: test names and groupings still under revision)

The screenshot displays the 'Available Tests' Test Selection dialog box. The dialog has a title bar with 'Available Tests' and 'Test Selection' on the left, and 'Select All' (with a dropdown arrow) and 'Expand All' (with a square icon) on the right. Below the title bar, the instruction reads: 'Choose which tests to add to your session from the tree, and then start your session.' The main content area is a list of test categories and grades, each with a plus or minus icon and a checkbox. The categories are: OAKS Online (plus icon, yellow background), Smarter Balanced (Summative) (minus icon, light green background), English Language Arts (ELA) (plus icon, light green background), Mathematics (minus icon, light green background), Computer Adaptive Test (CAT) (plus icon, light green background), and Performance Task (PT) (minus icon, dark grey background). Under 'Performance Task (PT)', there are checkboxes for Grade 3, Grade 4, Grade 5, Grade 6, and Grade 7, each with a plus icon and a light green background. At the bottom of the dialog, there is a green button with a play icon labeled 'Start Available Tests Session' and a grey button labeled 'Close'. The background of the application shows a search bar with 'Student Lookup', 'Approved Requests', 'Print Session', and 'Help Guide' buttons. The main content area of the application is partially visible, showing 'ASSESSMENT' and 'EDGE'.





TEST ADMINISTRATOR INTERFACE

- If a TA dismisses the test selection dialog, they may still use all the features they could before, but the [Select Tests] button will be the most dominant button on the screen.
- Functions used less often have been moved to the gray bar at the top of the screen.
- Instructions have been enlarged until the session starts.



Q Student Lookup Approved Requests Print Session Help Guide Alerts Logout as Air, TAA

 OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS 

Available Tests Test Session Not Started

Instructions

*** Passages and items will not print correctly if you are using Internet Explorer 6, 7, 8, or 9. If you are using IE 6, 7, 8, or 9, please switch to a different browser before approving any print requests. ***

*** Reminder: Smarter Balanced Interim Assessments are only available in school districts that have contracted to gain access. ***

Starting the Session:

- Select the assessment(s) that need to be included in the session, then click the [Start Session] button.
- Provide the Session ID to your students so that they can log in.

Approving Students:

- Click the [Approvals (#)] button. The Approvals and Student Test Settings window will appear.
- Click [See/Edit Details] for a student to view his or her accessibility supports and test settings and make any necessary changes (e.g., color background choice).
- Click the [Approve] button for each student to allow entry into the session.
- Click [Approve All Students] if all their settings are accurate and they can all enter the session.
- To deny a student, click [Deny] and enter a brief reason (e.g., student selected the wrong assessment).

Note: Once students are approved, their settings for the current opportunity cannot be changed.

Student Lookup:

You can use this feature to look up student information if a student is having difficulty logging in.

- Click the [Student Lookup] button in the top row.
- Use the [Quick Search] tab to find a student using his or her SSID number. Partial SSIDs are not allowed.



TEST ADMINISTRATOR INTERFACE

- With the old widget removed the user interface had to be rethought a bit.
- Use of color for different assessment categories persists through the application to remind TAs what they selected and what the students are taking.

Available Tests Session ID: TEST-FF09-1

Students in your **Operational** Test Session

0 students awaiting approval 0 print requests 2 active tests

● = Smarter Balanced (Summative) ● = OAKS Online

Student Name	SSID	Opp #	Test	Requests	Student Status	Test Settings	Pause Test
Demo, CATHY	9999999754	1	Grade 3 Math PT School Library		approved: 0/0	Standard	
Demo, JOANN	9999999715	1	Grade 3 ELA CAT		paused: 0/0	Standard	
Demo, JUANITA	9999999288	1	High School Science		started: 2/45	Standard	



TEST ADMINISTRATOR INTERFACE

Approvals screen is cleaner and the use of color to identify assessments persists

Operational Tests

Approvals and Student Test Settings Approve All Students Refresh Done

Summative TEST NAME 1

Student Name	SSID	Opp #	Test Settings	Action
Firstname Lastname	999999731	1	Standard	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	1	Custom	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	2	Custom	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	1	Standard	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	3	Standard	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	1	Standard	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	1	Standard	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>

ICA TEST NAME 2

Student Name	SSID	Opp #	Test Settings	Action
Firstname Lastname	999999731	1	Standard	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	1	Standard	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	2	Standard	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	1	Custom	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
Firstname Lastname	999999731	3	Standard	<input type="button" value="Details"/> <input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>



PREPARING STUDENTS



PRACTICE TESTS AND OTHER RESOURCES

- 2015-16 math and ELA practice tests available **October 20th** with updates activated.
- Math and ELA practice PT exemplars soon to be released for all grades.
- “Refreshed” stimulus, content, and item specifications have been posted on the Smarter Balanced website.



ITEM TYPES AT A GLANCE: PART A & B

For the ELA CAT test, students can anticipate seeing several items with a Part A and a Part B.

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which of these inferences about Enzo is supported in the text?

- Ⓐ Enzo resented having to move to America.
- Ⓑ Enzo felt confident about moving to America.
- Ⓒ Enzo cared more about fishing than moving to America.
- Ⓓ Enzo felt a sense of loss thinking about his move to America.

Part B

Which sentence from the text **best** supports your answer in part A? Select **one** option.

- “The smell of the sea was familiar and comforting.”
- “There were more people on board than lived in his entire village back home in Trevilla.”
- “Enzo clattered down the iron steps to the steerage deck and dove into his bunk.”
- “Gone was the Mediterranean blue that he’d always taken for granted.”



ITEM TYPES AT A GLANCE: HOT TEXT

For hot text items, not all words in a paragraph (or all sentences if the item is dealing at the sentence level) will be selectable.

10



The author uses a word that means “fake” in the text. Click a word in the paragraph that **best** represents that idea.

These artificial shells have two important purposes. First, people who own hermit crabs can give them to their pets. That keeps real seashells in the ocean, rather than in home aquariums. The Project Shelter shells are also placed in the wild for hermit crabs to find. Lucky hermit crabs can move into these new dream homes and leave those plastic cups behind.



ITEM TYPES AT A GLANCE: CHECK BOX

Check boxes are frequently used on ELA items, including in the PT portion. Students should know how to click them “on” and how to click them “off.”

22



Complete the chart to show which building materials caused the Tower of Pisa to lean and which fixed the leaning. Click in the boxes next to each material that matches the categories in the top row.

	Caused leaning	Fixed leaning
cathedral bells	<input type="checkbox"/>	<input type="checkbox"/>
steel	<input type="checkbox"/>	<input type="checkbox"/>
marble	<input type="checkbox"/>	<input type="checkbox"/>
lead weights	<input type="checkbox"/>	<input type="checkbox"/>
bell room	<input type="checkbox"/>	<input type="checkbox"/>



ITEM TYPES AT A GLANCE: MULTIPLE ANSWER

Single answer items will only allow students to select one response; multiple answer items allow students to select ALL responses, even if only two or three are correct. Note that the item buttons have distinct appearances.

23

Based on the presentation, which statement is suggested about the early engineers of the Tower of Pisa?

- (A) The engineers tried to fix the leaning but actually made it worse.
- (B) The engineers failed to draw plans for the tower before building it.
- (C) The engineers were able to use steel to stop the tower from leaning.
- (D) The engineers had trouble with the building because they added a third floor.

24

Select **two** conclusions that are supported by the presentation.

- Its cathedral bells are the reason why the Tower of Pisa leans.
- It is too dangerous to climb the Tower of Pisa because it is leaning.
- The ground that the Tower of Pisa is built on contributed to it leaning.
- A solid foundation has helped the Tower of Pisa stop leaning any further.
- The Tower of Pisa leans more today because of centuries of being out of



INSTRUCTIONAL STRATEGIES

- Schedule time to complete practice tests/assessments, both as a large group and for individual students.
- Align curriculum to the Common Core, which are the skills the Smarter Balanced Assessments measure.
- Place emphasis on those skills that are part of the “shift” as we have moved to a new set of standards (e.g., writing from resources, text-based evidence, etc.).
- When possible, encourage the use of technology and the development of keyboarding skills.



USING RESULTS



INDIVIDUAL STUDENT REPORTS

Individual Student Report

Dear Parents/Guardians,

Over the last five years, teachers and administrators have worked to implement more challenging, relevant, and engaging math and English standards in every K-12 classroom in Oregon. This is the first year we are using a new test aligned to our state's higher standards. The new test, Smarter Balanced, provides a clearer picture about where your student is on their path to college and career, and what we can do to ensure their success after high school.

Smarter Balanced tests use a new scale broken down into levels 1-4. For some students, their achievement levels may appear lower than they were in the past. A drop in achievement levels does not mean a student is doing worse in school. We have simply raised the bar to ensure students receive the support they need to graduate ready for their next steps. These results will indicate where your student is on that path including areas of strength and areas for improvement.

If you have questions about these results or how to best support your child, please contact your child's school.



2014-2015
OREGON STATEWIDE ASSESSMENT

Student Name

SSID 123456789
Birthdate 08/01/2001
Grade 8

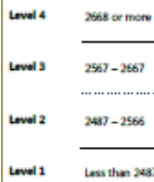
School 6443 Any School
District 2652 Any School SD
County 00 Any County

Your child's scores and achievement levels

English Language Arts

Test Date: 04/22/2015

Standard Grade 8

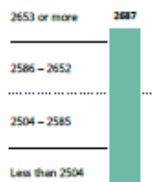


- A student performing at Level 3 is able to:
- Comprehend literary and informational grade level text
 - Determine details that summarize a story
 - Identify a solution for a problem
 - Form conclusions from the text

Mathematics

Test Date: 04/20/2015

Standard Grade 8

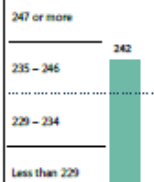


- A student performing at Level 4 is able to:
- Solve problems involving multiplication and division of fractions and decimals
 - Solve problems using ratios, rates, and percents
 - Determine volume and surface area of a prism
 - Use a variety of strategies to reason and solve problems

Science

Test Date: 04/20/2015

Standard Grade 8



- A student performing at the Meets level is able to:
- Describe the changes in non-living things as a result of their response to forces
 - Compare and contrast slow and rapid changes in the Earth's surface
 - Investigate questions and use data to support a measurable explanation
 - Use engineering design to solve problems

Exceeds
Meets
Nearly Meets
Does Not Yet Meet

Individual Student Report

Dear Parents/Guardians,

Over the last five years, teachers and administrators have worked to implement more challenging, relevant, and engaging math and English standards in every K-12 classroom in Oregon. This is the first year we are using a new test aligned to our state's higher standards. The new test provides a clearer picture about where your student is on their path to college and career, and what we can do to ensure their success after high school.

Smarter Balanced and OAKS Extended scores use a new scale broken down into levels 1-4. For some students, their scores may appear lower than they were in the past. A drop in scores does not mean a student is doing worse in school. We have simply raised the bar to ensure students receive the support they need to graduate ready for their next steps. These results will indicate where your student is on that path including areas of strength and areas for improvement.

If you have questions about these results or how to best support your child, please contact your child's school.



2014-2015
OREGON STATEWIDE ASSESSMENT

Student Name

SSID 12345678 Grade 8
Birthdate 09/02/2005 Test Date 04/14/2015
Best Score Yes

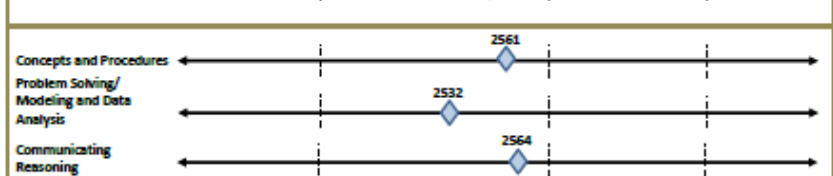
Teacher
School 1234 Apple Middle School
District 5678 Cherry SD
County 99 Grape

Your child's scores and achievement levels

Grade 8 Score Range	Level 1 Less than 2504	Level 2 2504 - 2585	Level 3 2586 - 2652	Level 4 2653 or more
---------------------	---------------------------	------------------------	------------------------	-------------------------

Mathematics

Overall Score

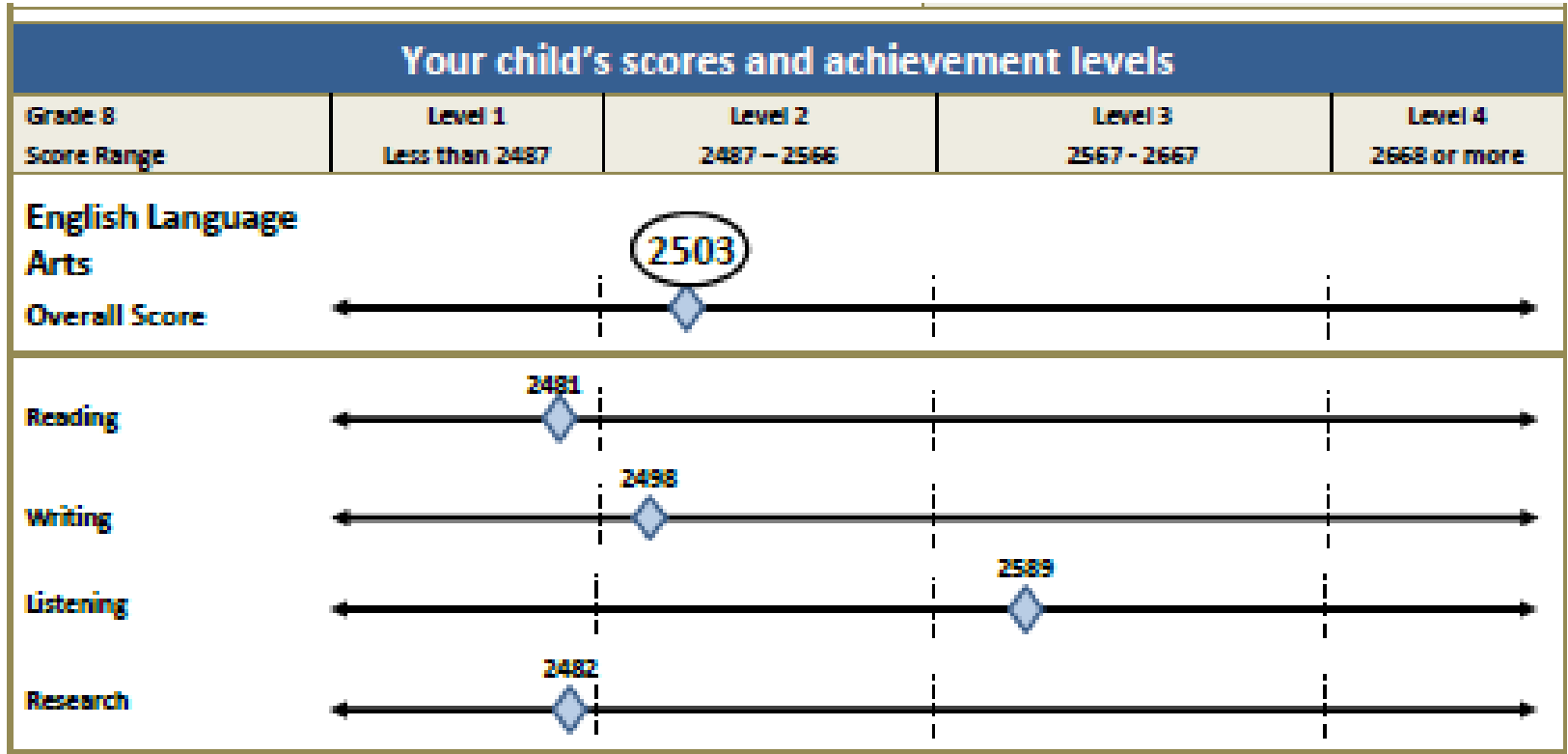


A student performing at Level 2 is able to:

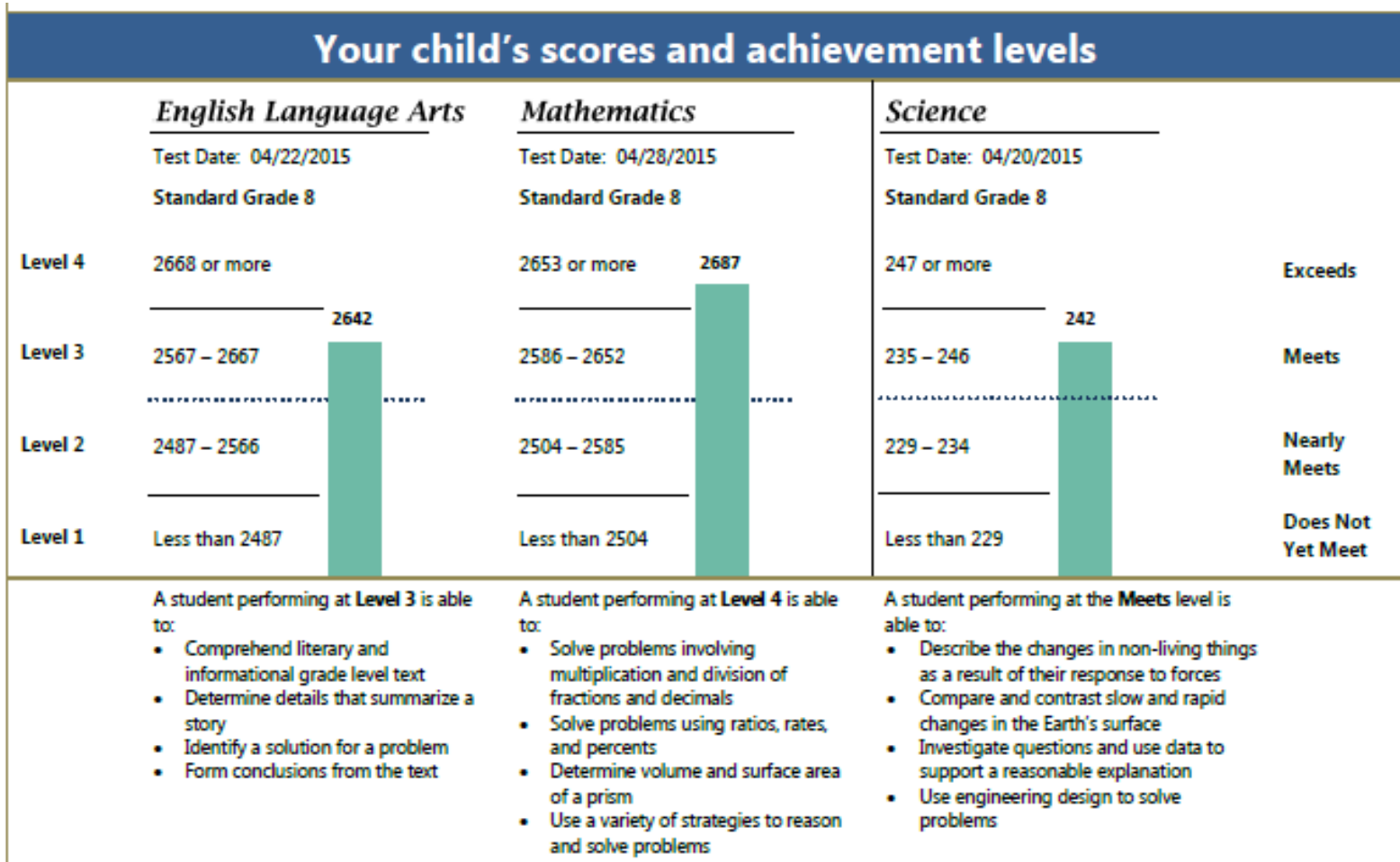
- Partially explain and partially apply mathematical concepts.
- Interpret and carry out mathematical procedures with partial precision and fluency.
- Make sense of and partially solve familiar well-posed problems in pure and applied mathematics, making partial use of knowledge, basic problem-solving strategies, and tools.
- Construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.
- Reason quantitatively to analyze familiar real-world scenarios and use mathematical models and given tools to partially interpret and solve basic problems.



ISR: SINGLE CONTENT AREA



ISR: COMBINED CONTENT AREAS



INDIVIDUAL STUDENT REPORTS

■ For 2014-2015

- Language in current report is currently a draft, but final versions should be similar to what appears on the slide.
- Results will be released sometime in August once re-scoring is complete for students in the top 1%-2% for each grade.

■ For 2015-2016

- Reports will be available as soon as scores are returned.



ESSENTIAL SKILLS CUT SCORES

- ❑ As Oregon completes the shift from its previous statewide assessment, OAKS, to the Smarter Balanced assessments in English language arts and Math , ODE must establish *equivalent levels of rigor* on the grade 11 Smarter Balanced assessments relative to the old “meets” achievement level on the OAKS.
- ❑ Oregon Department of Education (ODE) will use information from multiple methods to establish the achievement level on the Smarter Balanced scale that represents an equivalent level of rigor to the previous OAKS “meets” achievement level. Across all methods, ODE will be looking for strong confirmatory evidence of equivalent rigor.



ESSENTIAL SKILLS CUT SCORES

Methods for Establishing Equivalent Levels of Rigor

- **Direct Linking: OAKS to Smarter Balanced Field Test**
 - Analysis of the data from students who took both the Smarter Balanced Field Test in 2014 and the OAKS tests that same year.
- **OAKS Item Embedding in Operational Smarter Balanced**
 - Analysis of the relative difficulty of about 100 Common Core-aligned items from old OAKS pool inserted into the 2015 Smarter Balanced assessments
- **Equi-Percentile: OAKS to Operational Smarter Balanced**
 - ODE will identify the percentage of students who earned at or above a “meets” score on the OAKS Reading, Writing, and Mathematics assessment and will identify the Smarter Balanced score at which the same percentage of students would pass the respective Smarter Balanced assessment.



ESSENTIAL SKILLS CUT SCORES

Timeline

April 2015: Conduct direct linking study using field test results

June 2015: Conduct initial item embedding analyses

July 2015: Continue item embedding analyses; conduct equi-percentile analysis

August 2015: Develop recommendation for the State Board (AESRP)

September 17, 2015: Earliest possible adoption of Smarter Balanced Essential Skills achievement level scores.



FORMATIVE ASSESSMENT INSIGHTS

Free, online course for K-12 Teachers, Instructional Coaches, and PD Staff

Visit our *e-brochure* at <http://fa-insights.wested.org>.

Through 2 hours/week of professional learning in teams over the course of six months (September through March) participants will:

- ✓ gain deeper knowledge of college- and career-ready standards across content areas,
- ✓ develop knowledge and skills in implementing formative assessment practices effectively in support of deeper learning.

Optional: three graduate credits available through COSA/PSU; additional requirements and costs (\$250) apply.

*Deadline to register is **August 21st***.*

- **Schools and districts** registering in **teams**: <http://fa-insights.wested.org/or-group-registration/>
- **Individual** registration: <http://fa-insights.wested.org/or-registration/>

*Contact Renee LeDoux at renee.ledoux@state.or.us or 503-947-2545 if you have any questions about the course or have concerns about meeting this registration deadline.