
# FEED FORWARD: FROM BALANCED ASSESSMENT TO STUDENT LEARNING

## Salem-Keizer School District

COSA Summer Assessment Institute

August 2014

LEARNING FOR A LIFETIME
SALEM·KEIZER PUBLIC SCHOOLS

Salem-Keizer Public Schools

# Strategic Plan 2014-15

## Improve Student Achievement

1. Continue the systemic use of data to inform the development and implementation of differentiated instruction, planned interventions, and supports for all students.

2. Prepare all students for college and careers by:
   a. Continuing the implementation of Common Core State Standards and alignment of instructional strategies into a coherent K-12 instructional framework;
   b. Continuing the implementation of Smarter Balanced assessments;
   c. Continuing the K-12 Literacy Model across all content areas, including the program model for English Language Acquisition.

3. Continue to provide professional development that offers quality and focused opportunities, has long-term sustainability, and provides implementation strategies for all staff including instructional coaching and mentoring.

## An Effective Organization to Support Student Achievement

4. Continue the resident teacher-training program and learning labs in collaboration with our university partners at selected schools.

5. Continue the evaluation processes to recognize and enhance employee growth, effectiveness, and performance.

6. Continue the implementation of the instructional framework for early childhood education, and collaborate with community partners and the Early Learning Hub to address issues of kindergarten readiness.

7. Continue to implement a redesigned facilities improvement process that identifies, prioritizes, and delivers projects that enhance student achievement and staff success.


## Leadership Development

8. Maintain the leadership teams within each school and department for shared decision-making, and accountability, with a focus on student achievement.

## Public Engagement

9. Continue to implement the plan and tools to help schools communicate more effectively with parents and key community partners regarding instruction and student achievement.

# HOW CAN WE USE STATE DATA TO GUIDE PROFESSIONAL DEVELOPMENT AND SCHOOL IMPROVEMENT PLANNING IN LIGHT OF CCSS?

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# STATE DATA

- Category 1 assessments
- Accountability data review
  - Report card
  - Assessment reports by grade, subgroup
- OAKS topic reports

One way that we measure how well students are doing is through the use of state tests, which include achievement standards that define levels of student performance in a content area at a particular grade. The Academic Achievement indicator reflects the percent of students that meet or exceed standards on the state reading and math tests at all grade levels offered by the school. Subgroup data are displayed for informational purposes but are not included in the Rating system.

**Achievement Level Cutoffs**

| Level | Reading | Math |
|---|---|---|
| Level 5 | 87.2 & above | 82.3 & above |
| Level 4 | 69.0 to 87.1 | 66.0 to 82.2 |
| Level 3 | 58.8 to 68.9 | 49.2 to 65.9 |
| Level 2 | 49.6 to 58.7 | 39.3 to 49.1 |
| Level 1 | Less than 49.6 | Less than 39.3 |

| Reading | Level | 2011-12 | | 2012-13 | | Combined % Met |
|---|---|---|---|---|---|---|
| | | Tests | % Met | Tests | % Met | |
| All Students | Level 3 | 249 | 70.7 | 228 | 59.2 | 65.2 |
| Economically Disadvantaged[1] | Level 3 | 249 | 70.7 | 228 | 59.2 | 65.2 |
| Limited English Proficient[1] | Level 2 | 152 | 63.8 | 142 | 52.1 | 58.2 |
| Students with Disabilities[1] | Level 3 | 46 | 76.1 | 44 | 52.3 | 64.4 |
| Underserved Races/Ethnicities[1] | Level 3 | 200 | 70.0 | 181 | 57.5 | 64.0 |
| American Indian/Alaska Native[2] | Not Rated | 1 | 100.0 | 1 | 100.0 | 100.0 |
| Native Hawaiian/Pacific Islander[2] | Not Rated | 6 | 66.7 | 7 | 100.0 | 84.6 |
| Black/African American[2] | Not Rated | 3 | 100.0 | 2 | 100.0 | 100.0 |
| Hispanic/Latino[2] | Level 3 | 190 | 69.5 | 171 | 55.0 | 62.6 |
| Asian[1] | Not Rated | 2 | 50.0 | 4 | 75.0 | 66.7 |
| White[1] | Level 4 | 45 | 73.3 | 40 | 70.0 | 71.8 |
| Multi-Racial[1] | Not Rated | 2 | 100.0 | 3 | -- | 40.0 |

| Math | Level | 2011-12 | | 2012-13 | | Combined % Met |
|---|---|---|---|---|---|---|
| | | Tests | % Met | Tests | % Met | |
| All Students | Level 4 | 249 | 79.9 | 228 | 58.3 | 69.6 |
| Economically Disadvantaged[1] | Level 4 | 249 | 79.9 | 228 | 58.3 | 69.6 |
| Limited English Proficient[1] | Level 4 | 152 | 80.3 | 142 | 57.0 | 69.0 |
| Students with Disabilities[1] | Level 2 | 46 | 63.0 | 44 | 34.1 | 48.9 |
| Underserved Races/Ethnicities[1] | Level 4 | 200 | 79.0 | 181 | 58.6 | 69.3 |
| American Indian/Alaska Native[2] | Not Rated | 1 | 100.0 | 1 | 100.0 | 100.0 |
| Native Hawaiian/Pacific Islander[2] | Not Rated | 6 | 33.3 | 7 | 71.4 | 53.8 |
| Black/African American[2] | Not Rated | 3 | 66.7 | 2 | 100.0 | 80.0 |
| Hispanic/Latino[2] | Level 4 | 190 | 80.5 | 171 | 57.3 | 69.5 |
| Asian[1] | Not Rated | 2 | 100.0 | 4 | 50.0 | 66.7 |
| White[1] | Level 4 | 45 | 82.2 | 40 | 60.0 | 71.8 |
| Multi-Racial[1] | Not Rated | 2 | 100.0 | 3 | 33.3 | 60.0 |

Test Results - Report Options

| School Year | School District | School | Subgroup | Test Subject | Report Type |
|---|---|---|---|---|---|
| 2012-13 | Salem-Keizer SD 24J | | Total Population | Reading & Lit | Summary |

| Subgroup | Grade Level | Performance | School | | District | | State | |
|---|---|---|---|---|---|---|---|---|
| | | | N | % | N | % | N | % |
| **Total Population** | **Grade 03** | **Participation** | **74** | **98.7%** | **3103** | **99.4%** | **42316** | **99.6%** |
| Total Population | Grade 03 | Meets or Exceeds | 45 | 60.8% | 1795 | 58.6% | 27904 | 66.4% |
| **Total Population** | **Grade 04** | **Participation** | **82** | **100%** | **3085** | **99.7%** | **42245** | **99.7%** |
| Total Population | Grade 04 | Meets or Exceeds | 47 | 58% | 2032 | 66.5% | 30722 | 73.2% |
| **Total Population** | **Grade 05** | **Participation** | **80** | **100%** | **2995** | **99.9%** | **41985** | **99.6%** |
| Total Population | Grade 05 | Meets or Exceeds | 33 | 41.8% | 1801 | 60.8% | 28222 | 67.6% |
| **Total Population** | **Total** | **Participation** | **236** | **99.6%** | **9183** | **99.6%** | **126546** | **99.6%** |
| Total Population | Total | Meets or Exceeds | 125 | 53.4% | 5628 | 62% | 86848 | 69% |

Test Results - Report Options

| School Year | School District | School | Subgroup | Test Subject | Report Type |
|---|---|---|---|---|---|
| 2012-13 | Salem-Keizer SD 24J | | Limited English Proficient | Reading & Lit | Summary |

| Subgroup | Grade Level | Performance | School | | District | | State | |
|---|---|---|---|---|---|---|---|---|
| | | | N | % | N | % | N | % |
| **Limited English Proficient** | **Grade 03** | **Participation** | **50** | **98%** | **1016** | **99.3%** | **6909** | **99.6%** |
| Limited English Proficient | Grade 03 | Meets or Exceeds | 28 | 56% | 338 | 34.6% | 2122 | 31.9% |
| **Limited English Proficient** | **Grade 04** | **Participation** | **49** | **100%** | **917** | **99.6%** | **6341** | **99.6%** |
| Limited English Proficient | Grade 04 | Meets or Exceeds | 23 | 47.9% | 364 | 41% | 2285 | 37.5% |
| **Limited English Proficient** | **Grade 05** | **Participation** | **28** | **100%** | **644** | **99.8%** | **4523** | **99.5%** |
| Limited English Proficient | Grade 05 | Meets or Exceeds | 3 | 11.1% | 135 | 22.1% | 811 | 18.9% |
| **Limited English Proficient** | **Total** | **Participation** | **127** | **99.2%** | **2577** | **99.5%** | **17773** | **99.6%** |
| Limited English Proficient | Total | Meets or Exceeds | 54 | 43.2% | 837 | 33.8% | 5218 | 30.6% |

# OAKS Topic Report

| Grade Level Indicator | Performance |
|---|---|
| **Vocabulary (VO)** | |
| Context and Structural Clues |  |
| Synonyms, Antonyms and Homographs |  |
| Figurative Expressions |  |
| **Read to perform a task (RE)** | |
| Locate Information |  |
| Specialized Materials |  |
| **Demonstrate general understanding (DU)** | |
| Comprehend Informational Text |  |
| Comprehend Literary Text |  |
| Main Events in Plot Development |  |
| **Develop an interpretation (DI)** | |
| Make Predictions - Informational Text |  |
| Draw Inferences - Informational Text |  |
| Unstated Ideas and Concepts |  |
| Make Predictions - Literary Text |  |
| Analyze Character Traits |  |
| Identify Theme |  |
| Draw Inferences - Literary Text |  |
| **Examine Content and Structure of Informational Text (EI)** | |
| Author's Purpose |  |
| Facts vs. Opinion |  |
| Characteristics of Persuasive Text |  |
| **Examine Content and Structure of Literary Text (EL)** | |
| Function & Effects of Literary Devices |  |
| Figurative Language |  |
| Types of Fiction |  |

# HESS RIGOR MATRIX: BLOOM'S & WEBB

**Level 1**: Recall and Reproduction

- Requires eliciting information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula.

**Level 2**: Basic Skills and Concepts

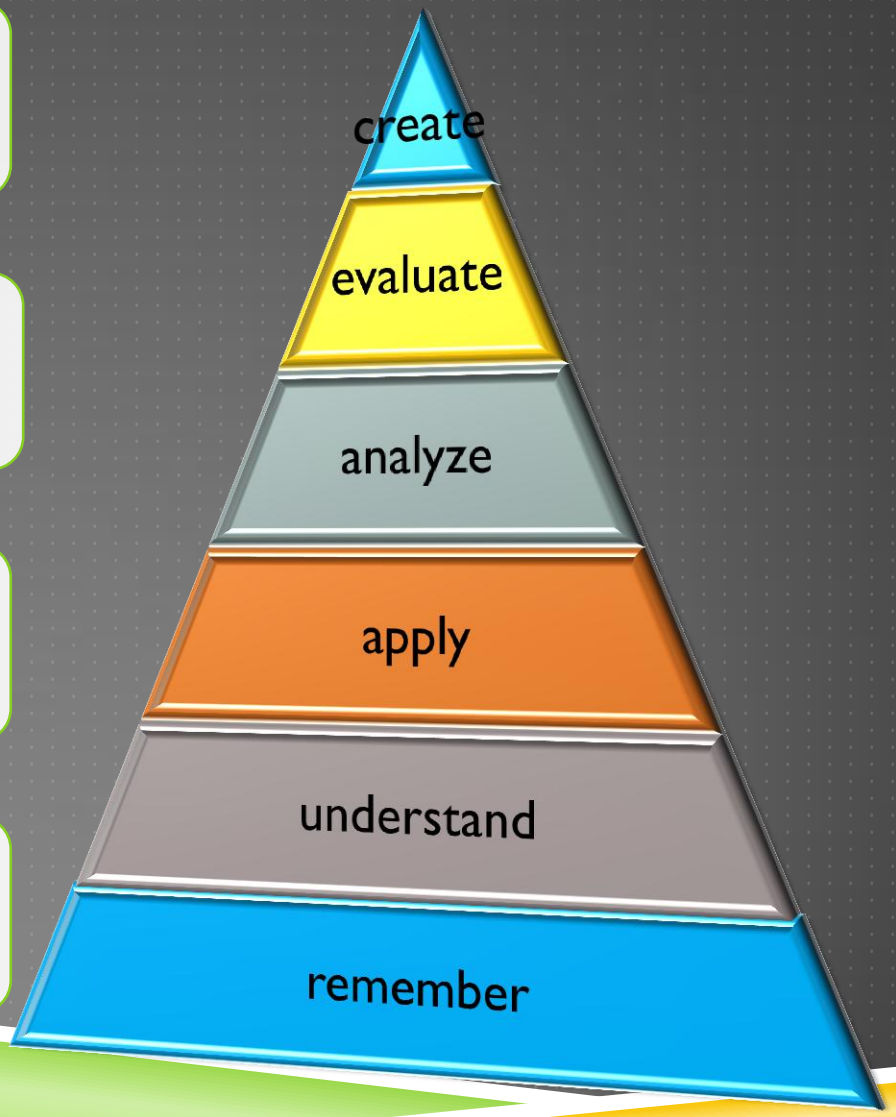
- Requires the engagement of some mental processing beyond a recall of information.

**Level 3**: Strategic Thinking and Reasoning

- Requires reasoning, planning, using evidence, and explanations of thinking.

**Level 4**: Extended Thinking

- Requires complex reasoning, planning, developing, and thinking, most likely over an extended period of time.



TOOL 2

# HESS COGNITIVE RIGOR MATRIX (MATH-SCIENCE CRM):

## Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

| Revised Bloom's Taxonomy | Webb's DOK Level 1 Recall & Reproduction | Webb's DOK Level 2 Skills & Concepts | Webb's DOK Level 3 Strategic Thinking/Reasoning | Webb's DOK Level 4 Extended Thinking |
|---|---|---|---|---|
| **Remember**<br>Retrieve knowledge from long-term memory, recognize, recall, locate, identify | o Recall, observe, & recognize facts, principles, properties<br>o Recall/ identify conversions among representations or numbers (e.g., customary and metric measures) | Use these Hess CRM curricular examples with most mathematics or science assignments or assessments. | | |
| **Understand**<br>Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models | o Evaluate an expression<br>o Locate points on a grid or number on number line<br>o Solve a one-step problem<br>o Represent math relationships in words, pictures, or symbols<br>o Read, write, compare decimals in scientific notation | o Specify and explain relationships (e.g., non-examples/examples; cause-effect)<br>o Make and record observations<br>o Explain steps followed<br>o Summarize results or concepts<br>o Make basic inferences or logical predictions from data/observations<br>o Use models /diagrams to represent or explain mathematical concepts<br>o Make and explain estimates | o Use concepts to solve non-routine problems<br>o Explain, generalize, or connect ideas using supporting evidence<br>o Make and justify conjectures<br>o Explain thinking/reasoning when more than one solution or approach is possible<br>o Explain phenomena in terms of concepts | o Relate mathematical or scientific concepts to other content areas, other domains, or other concepts<br>o Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations |
| **Apply**<br>Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task | o Follow simple procedures (recipe-type directions)<br>o Calculate, measure, apply a rule (e.g., rounding)<br>o Apply algorithm or formula (e.g., area, perimeter)<br>o Solve linear equations<br>o Make conversions among representations or numbers, or within and between customary and metric measures | o Select a procedure according to criteria and perform it<br>o Solve routine problem applying multiple concepts or decision points<br>o Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps<br>o Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table)<br>o Construct models given criteria | o Design investigation for a specific purpose or research question<br>o Conduct a designed investigation<br>o Use concepts to solve non-routine problems<br>o Use & show reasoning, planning, and evidence<br>o Translate between problem & symbolic notation when not a direct translation | o Select or devise approach among many alternatives to solve a problem<br>o Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results |
| **Analyze**<br>Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct | o Retrieve information from a table or graph to answer a question<br>o Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram)<br>o Identify a pattern/trend | o Categorize, classify materials, data, figures based on characteristics<br>o Organize or order data<br>o Compare/ contrast figures or data<br>o Select appropriate graph and organize & display data<br>o Interpret data from a simple graph<br>o Extend a pattern | o Compare information within or across data sets or texts<br>o Analyze and draw conclusions from data, citing evidence<br>o Generalize a pattern<br>o Interpret data from complex graph<br>o Analyze similarities/differences between procedures or solutions | o Analyze multiple sources of evidence<br>o Analyze complex/abstract themes<br>o Gather, analyze, and evaluate information |
| **Evaluate**<br>Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique | "UG" – unsubstantiated generalizations – stating an opinion without providing any support for it! | | o Cite evidence and develop a logical argument for concepts or solutions<br>o Describe, compare, and contrast solution methods<br>o Verify reasonableness of results | o Gather, analyze, & evaluate information to draw conclusions<br>o Apply understanding in a novel way, provide argument or justification for the application |
| **Create**<br>Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce | o Brainstorm ideas, concepts, or perspectives related to a topic | o Generate conjectures or hypotheses based on observations or prior knowledge and experience | o Synthesize information within one data set, source, or text<br>o Formulate an original problem given a situation<br>o Develop a scientific/mathematical model for a complex situation | o Synthesize information across multiple sources or texts<br>o Design a mathematical model to inform and solve a practical or abstract situation |

# SMARTER BALANCED ITEM



**Grandma Ruth**

Last night I learned that my grandma was named after Babe Ruth, the greatest baseball player of all time. I learned this six hours too late.

Yesterday I wanted to work on throwing a baseball. I needed a baseball, since my brother wouldn't let me borrow his. Unfortunately, I knew right where one was.

I tiptoed into my grandma's bedroom. Sunlight from the late morning sun filtered in through the leaves of the dogwood tree outside the open window. I moved slowly through my favorite room in the house, which belonged to my favorite person in the world, my grandma.

I reached into the back of her closet and pulled out a shoebox full of old baseballs wrapped in tissue paper. I shoved my hand in and grabbed the first one I touched. I threw off the paper and ran out into the yard with our dog, Bowie, who would always play a game of catch with me.

We had a spectacular game of catch. By the end of our session I was throwing straight as an arrow and Bowie was bringing it back as fast as he could. It was perfect.

I went back into my grandma's room and wrapped the ball back up in paper, just like I'd found it. Except now it looked dirty and used, like a good baseball should.

**43000**

Read the sentences from the passage. Then answer the question.

"My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said 'Babe Ruth.' I began to shake inside."

Click on two phrases from the paragraph that help you understand the meaning of scarred.

Smarter Balanced Assessment Consortium

English Language Arts / Literacy | Mathematics

ck and Support
Send an Email

BACK NEXT ITEM SCOR

**Grandma Ruth 2**

Grade: 4

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

Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).

CCSS: RL-4; L-4, L-5c

This item focuses on the ability to recognize the relationship between word meaning and context.

**View Rubric (PDF)**

**View Text Complexity Analysis Placemat (PDF)**

**Grandma Ruth**

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43000

Read the

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Click on t

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ut for us to see. The ball was scarred
fs, and fraying seams. Right in the middle
oked. It was smudged now and faded, but

erstand the meaning of scarred.

Item Number: 43000
Item Name: Grandma Ruth 2

| Score Points | |
|---|---|
| 2 | The response includes:<br>• dog bite marks, dirt scuffs OR<br>• dog bite marks, fraying seams OR<br>• dog bite marks, smudged now and faded OR<br>• dirt scuffs, fraying seams OR<br>• dirt scuffs, smudged now and faded OR<br>• fraying seams, smudged now and faded |
| 1 | The response includes:<br>• dog bite marks OR<br>• dirt scuffs OR<br>• fraying seams OR<br>• smudged now and faded |
| 0 | The response gets no credit if it provides no evidence of the ability to identify the intended meaning of words based on context and includes no relevant information from the text. |

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# PLAN NEXT STEPS

- Based on the information you have reviewed, how could this inform professional development for your school and/or district?

# DATA ANALYSIS AT THE DISTRICT LEVEL

- Identify district-wide trends
- Inform professional development
- Identify need for support and resources

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# HOW MIGHT AN INTERIM ASSESSMENT GUIDE DECISIONS FROM THE DISTRICT OFFICE TO THE CLASSROOM?

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# INTERIM ASSESSMENT DESIGN

- Aligned to common core
- Reflects rigor of Smarter Balanced
- Aligns with standards maps (scope & sequence)
- Ability to do item analysis

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# INTERIM DATA: PROGRESS ON STANDARDS

- Category 2 assessments
- District administrators
  - Monitor progress by standard
  - Provide expectations about structures, resources
- School administrators
  - Provide time & structures for teacher data teams to analyze and act on information

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# INTERIM DATA: PROGRESS ON STANDARDS

- Teachers
  - Work in data teams to plan best practices in first instruction, targeted instruction
  - Plan instruction based on item analysis
  - Use Hess rigor matrix to align instruction with rigor of future assessments
- Students
  - Engage in self-reflection, track their learning

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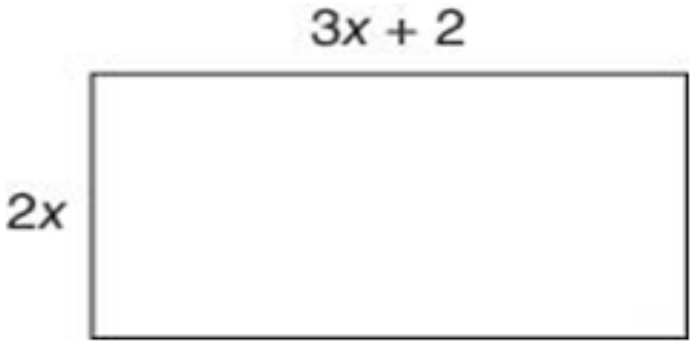
# ITEM ANALYSIS: 7TH GRADE MATH INTERIM ASSESSMENT

**13)** A rectangle has a length of $3x + 2$ and a width of $2x$ as shown below.




Which expression shows the perimeter of the rectangle?

a. $5x + 2$
b. $6x + 2$
c. $6x + 4$
d. $10x + 4$

| | Results | A | B | C | D | Blank |
|---|---|---|---|---|---|---|
| Section 1 - Multiple Choice -> 13 | 36% | 965 | 283 | 376 | **957*** | 6 |
| **Standard: 7EE--Standard 1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | 36% of students answered this question correctly. | This answer adds the length and the width, but does not multiply the result by 2. | This answer adds 3 *x* to 3 *x* + 2. | This answer multiplies the length by 2, but does not add twice the height to the result. | Correct answer. | |

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# ANALYSIS OF RESULTS

- Which standard was lowest?  Go back to the standard and review.
- Group students based on performance
- Focus on a specific group, such as "almost there"
- List strengths, weaknesses observed in student work
- List agreed-upon instructional strategies
  - What will the teacher be doing?
  - What will the students be doing?
- How might you share this process with your teachers?

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# HOW MIGHT TEACHERS USE THE PROGRESSION OF CCSS STANDARDS TO USE CLASSROOM ASSESSMENTS TO INFORM INSTRUCTIONAL PLANNING?

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# CLASSROOM ASSESSMENTS: SUPPORTING THE "FIRST TEACH"

- Category 2 & 3 assessments
- Progression of CCSS standards enables teachers to pinpoint supporting standards in which students need support or enrichment
- Units of study: plan pre & post-tests first!
- Plan quick checks for understanding
- Anticipation of student response: complete the test in advance, identify potential problem areas. Use this information to plan lessons.

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# MCKAY DATA TEAM VIDEO

- McKay HS biology team


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# RESOURCES

- For data teams resources, go to the Oregon DATA Project website http://www.oregondataproject.org/
- For Smarter Balanced sample items: http://www.smarterbalanced.org/sample-items-and-performance-tasks/
- Salem-Keizer Testing & Evaluation Department
  - 503-399-5590; carlson_catherine@salkeiz.k12.or.us
- Craig King, biology teacher, instructional coach, McKay High School
  - 503-399-3080 king_craig@salkeiz.k12.or.us

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