

# Communicating Test Results



## **SMARTER BALANCED COMMUNICATION TOOLS AND STRATEGIES**

# Desired Outcomes



**The purpose of the discussion today is to have a shared understanding of:**

- Smarter Balanced results
- The timeline for the release of the results and the resources to support communication
- What the test results mean for students, parents, and educators

# Discussion



- Overview – where we are and where we're going
- Smarter Balanced Results – what they mean
- Timeline of results
- Communicating to students, educators, & parents
- Toolkit and resources
- Next steps

# Smarter Balanced Overview



## **WHERE WE ARE & WHERE WE ARE GOING**

# Higher Standards, Quality Instruction, Better Assessments



## Higher Standards

- For the last 5 years, educators have worked to implement higher standards

## Quality Instruction

- Teachers are getting results by working more collaboratively, with greater clarity on what students should know at each grade
- Students are becoming better writers, critical-thinkers, and problem-solvers

## Better Assessments

- No longer fill in the bubble
- Students are asked to explain their thinking and reasoning

# Smarter Balanced Results



**PRELIMINARY STATE-  
LEVEL RESULTS EXCEED  
EXPECTATIONS**

# On Testing

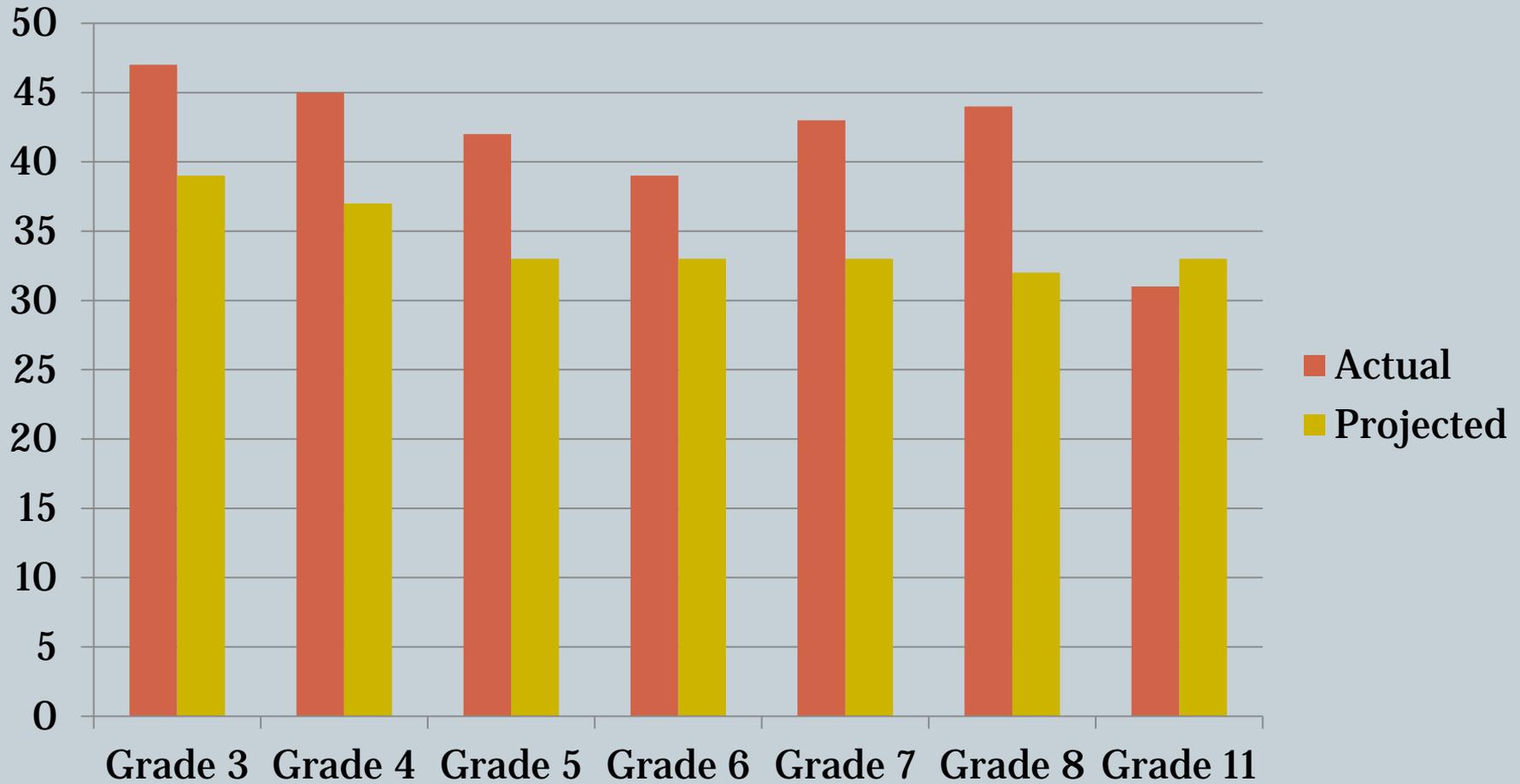


“In all the talk about the new Smarter Balanced exam - that it's too difficult, that test preparation eats up too much classroom time, or that the test is somehow "high-stakes" – the most basic concept is getting lost. These tests are about tracking whether schools are doing what they're supposed to be doing: teaching students what we expect them to learn. In a word, accountability.”

*Oregonian Editorial Board*

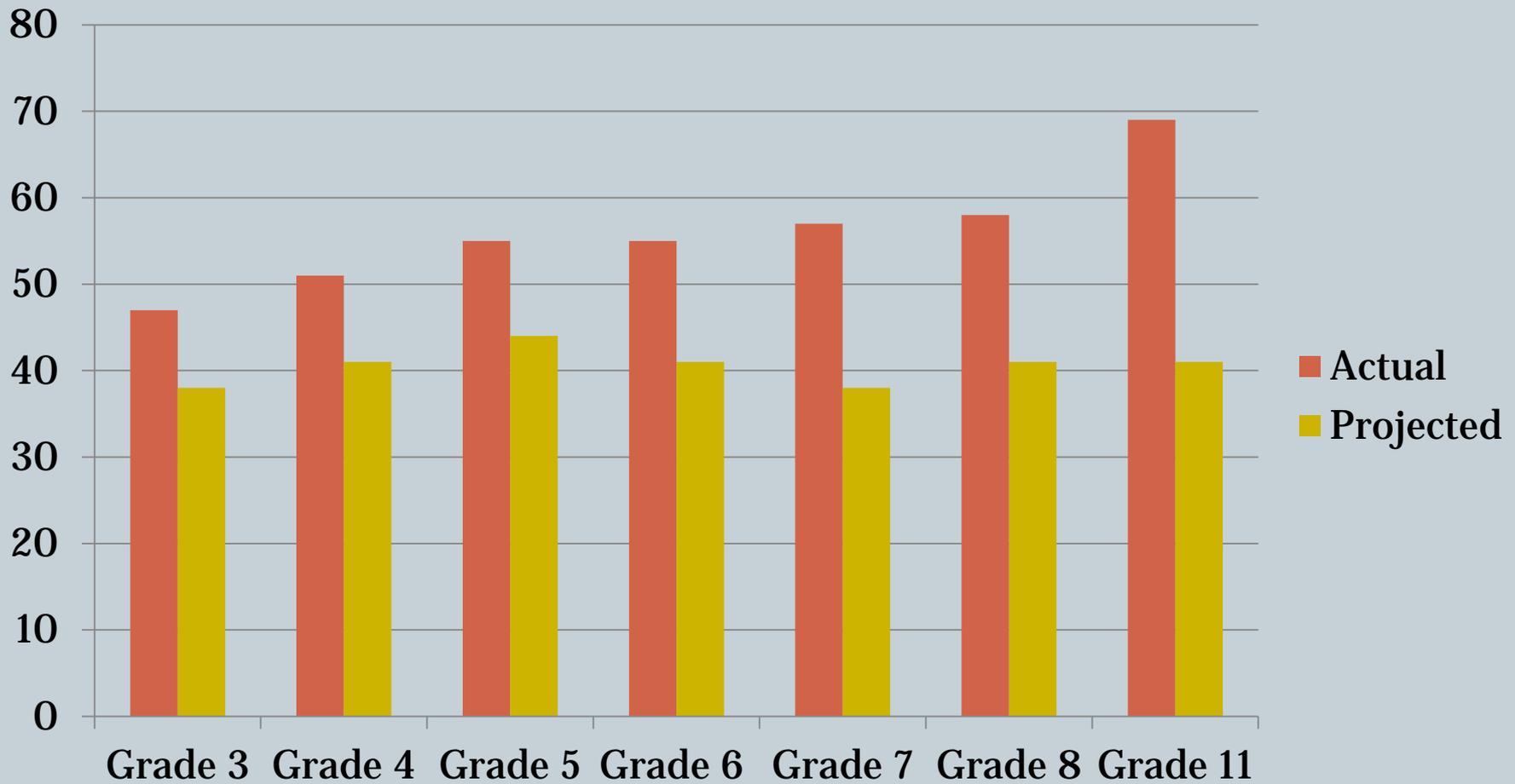
# 2015 Math Results

## % Scoring Proficient (Level 3 or 4)



# 2015 English Results

## % Scoring Proficient (Level 3 or 4)



# Timeline of Results



# Test Results Timeline



## Anticipated Timeline for Assessment Results

- **Early August** – ODE finalizes results
- **Mid-August** – Individual Student Report forms released to schools
- **September 17** – Public Release – will include results by school, district, and student group
- **October 15** – School and District report cards released – will include student performance on state tests, but schools will not be rated this first year

# Reports

• New reports released in mid-August

• We ask that you use caution when sharing any results with parents or students at this time.

# 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 **12345678**  
Birthdate **08/01/2001**  
Grade **8**

School **4728 Baker Web Academy**  
District **1894 Baker SD 5J**  
County **01 Baker**

## Your child's scores and achievement levels

	<i>English Language Arts</i>	<i>Mathematics</i>	<i>Science</i>	
	Test Date: 04/22/2015	Test Date: 04/28/2015	Test Date: 04/20/2015	
	<b>Standard Grade 8</b>	<b>Standard Grade 8</b>	<b>Standard Grade 8</b>	
<b>Level 4</b>	2668 or more	2653 or more	247 or more	<b>Exceeds</b>
<b>Level 3</b>	2567 – 2667 2642	2586 – 2652 2687	235 – 246 242	<b>Meets</b>
<b>Level 2</b>	2487 – 2566	2504 – 2585	229 – 234	<b>Nearly Meets</b>
<b>Level 1</b>	Less than 2487	Less than 2504	Less than 229	<b>Does Not Yet Meet</b>
	A student performing at <b>Level 3</b> is able to: <ul style="list-style-type: none"> <li>Comprehend literary and informational grade level text</li> <li>Determine details that summarize a story</li> <li>Identify a solution for a problem</li> <li>Form conclusions from the text</li> </ul>	A student performing at <b>Level 4</b> is able to: <ul style="list-style-type: none"> <li>Solve problems involving multiplication and division of fractions and decimals</li> <li>Solve problems using ratios, rates, and percents</li> <li>Determine volume and surface area of a prism</li> <li>Use a variety of strategies to reason and solve problems</li> </ul>	A student performing at the <b>Meets</b> level is able to: <ul style="list-style-type: none"> <li>Describe the changes in non-living things as a result of their response to forces</li> <li>Compare and contrast slow and rapid changes in the Earth's surface</li> <li>Investigate questions and use data to support a reasonable explanation</li> <li>Use engineering design to solve problems</li> </ul>	

## About scale scores and achievement standards

Student results are reported on scales that vary by test subject. Standards have been established with respect to these scores that identify your child's achievement level. A description of this achievement level is provided below the score(s). For more information on scores and achievement standards, see <http://www.ode.state.or.us/search/results/?id=223>.

# Individual Student Report

## Reports

- Relation to graduation is still unknown.
- Abbreviated Achievement Level descriptors at bottom.

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



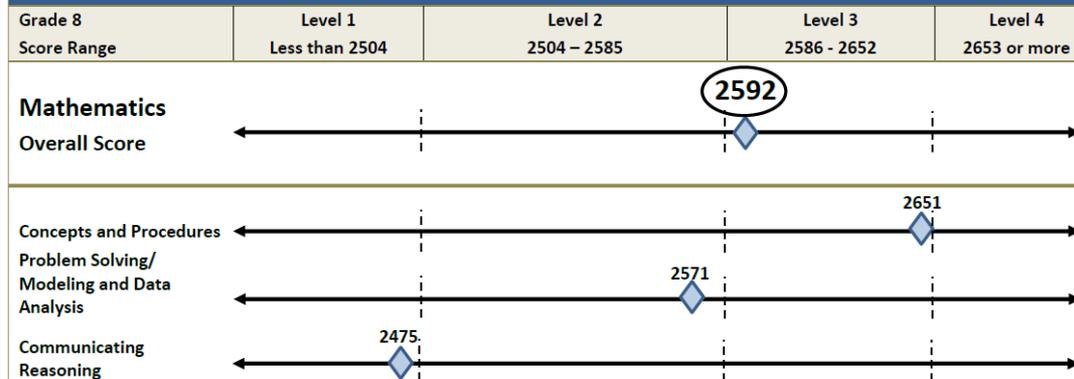
**2014-2015**  
OREGON STATEWIDE ASSESSMENT

### 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



A student performing at **Level 3** is able to:

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

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# Group Discussion



- 1. HOW IS YOUR AUDIENCE TALKING ABOUT THE TESTS NOW?**
- 2. WHAT INFORMATION ABOUT THE TESTS DOES YOUR AUDIENCE NEED?**
- 3. WHAT IS YOUR BIGGEST CHALLENGE IN COMMUNICATING THE RESULTS OF THE TEST?**

# Presentation of Toolkit Materials



# Understanding the Results



**WHAT DO THE RESULTS  
MEAN FOR STUDENTS,  
PARENTS, & EDUCATORS?**

# Results for Students



- Because our standards are more rigorous, we anticipate fewer students will meet the higher bar this first year
- Students who receive a level 3 or 4 (on a 4-point scale) are considered on track to graduate high school college- and career-ready
- Smarter Balanced is one approved option for meeting the Essential Skills requirement
- No student will be held back a grade or kept from graduating based on the results

# Student Focus Group Takeaways



- Across all grades, students relied on words and phrases like “fun,” “harder but better,” “opportunity to say what I think,” and “different from OAKS.”
- Students talked about typing their answers and the difference between filling in a bubble (multiple choice) and constructing their own response.
- They said they felt like there was never a wrong answer, and that they could explain, problem solve, and provide examples from the text to support their thoughts.
- 4 themes: Engaging, Challenging, Time-Consuming, Improved from OAKS

# Parent Focus Group Takeaways

## General skepticism and limited knowledge about Common Core and testing present a challenge.

- Before presenting the two report formats, respondents shared skepticism about Common Core and the benefit of the new state tests:
  - Although parents are generally aware of Common Core, they have limited knowledge of the tests.
  - Parents offered concerns about the pressure associated with testing.
  - Some discounted the conclusions that could be drawn from a test taken in “just one day.”
  - Parents placed much more stock in their child(ren)’s teacher assessments and grades to gauge their academic progress.

“Tests are long and stressful. I wonder if it’s accurate, because by the end she just wants to get through it.”

“A number doesn’t tell you the whole story. It just tells you the number.”

“[Common Core curricula] is definitely confusing for the parents. My daughter brings her homework home and I can’t help her.”

# Results for Educators



- Educators will not be evaluated using the results this first year
- The transition to new tests will require patience and persistence
- Test results will provide important feedback to educators to address learning gaps early and better prepare students for success.
- Teachers need clear, consistent information about test results so they are able to communicate with parents and students.

# Results for Schools



- Schools will not be rated this first year
- Results will improve over time
- The results help address gaps for students, improve educational outcomes, and replicate successes

# Questions?



**THANK YOU!**

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# Feedback



**THANK YOU!**

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