

A yellow horizontal bar with a ruler-like scale is positioned above the main title. It has vertical tick marks and numbers 1, 2, 3, 4, and 5 are visible.

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

***Woodbridge School District* A Presentation of Smarter Balanced Baseline Results**

Board of Education
September 21, 2015



SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

Presentation Objectives:

Points to remember about testing

- *The purpose of annual state testing*
- *Annual standardized assessment — what can/can't it tell us about our students?*
- *Multiple measures of student learning are important*
- *Growth over time matters*
- *Avoid comparisons to previous test results*

Presentation of year 1, baseline results by DRG, District and Grade

- *What is the baseline performance for all students in English Language Arts and Math?*

Points to Remember About Annual State Testing

REQUIRED:

- By federal and state law.
- Universal student assessment is required in English Language Arts and Mathematics in grades 3-8 and once in high school annually.
- The CSDE and local education agencies (LEAs) are legally responsible to administer these assessments to all students.

Points to Remember About Annual State Testing

USEFUL FOR THESE PURPOSES: An annual assessment is intended to:

- ✓ Accurately describes student achievement and growth.
- ✓ Provides valid, reliable, and fair measures of students' progress.
- ✓ Provides an annual **snapshot** of student achievement.

Points to Remember about Annual State Testing

(continued)

NOT USEFUL AS:

- ✓ A sole measure of student achievement.
- ✓ A source of guidance for curriculum or instruction. The Smarter Balanced Assessment is a global measure.
- ✓ A substitute for a wide variety of other relevant ways to assess student learning, such as:
 - *classroom assessments*
 - *student work portfolios*
 - *frequent progress monitoring*
 - *teacher observations*
 - *universal screening*
 - *detailed diagnostic assessment or evaluation*

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Areas of Knowledge and Skills Measured

English Language Arts	
Areas of Knowledge and Skills Measured:	Statement About Student Learning from which the Assessment was Built
READING Literary (fiction) & informational (nonfiction) texts	The student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts
WRITING - Organization & Purpose - Evidence & Elaboration - Conventions	The students can produce effective and well-grounded writing for a range of purposes and audiences
LISTENING	The students can employ effective listening skills for a range of purposes and audiences
RESEARCH	The student can engage in research and inquiry to investigate topics

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Areas of Knowledge and Skills Measured

Mathematics	
Areas of Knowledge and Skills Measured:	Statement about Student Learning from which the Assessment was Built:
Concepts & Procedures	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency
Problem Solving	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies
Modeling & Data Analysis	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems
Communicating Reasoning	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others

Scoring

Level 1 = Does not meet the achievement level

Level 2 = Approaching the achievement level expected

Level 3 = Meets the achievement level expected

Level 4 = Exceeds the achievement level expected

Note: These achievement levels have absolutely no relationship to CMT/CAPT achievement levels used previously.

ELA Scores by District

District name	% at Level 1 Does not meet the achievement level	% at Level 2 Approaching the achievement level	% at Level 3 Meets the achievement level	% at Level 4 Exceeds the achievement level
State	21.9%	22.7%	32.1%	23.3%
Woodbridge	9.0%	18.1%	31.0%	41.9%

Math Scores by District:

District name	% at Level 1 Does not meet the achievement level	% at Level 2 Approaching the achievement level	% at Level 3 Meets the achievement level	% at Level 4 Exceeds the achievement level
State	32.4%	28.5%	22.5%	16.6%
Woodbridge	12.2%	26.5%	26.0%	35.3%

SMARTER BALANCED DISTRICT RESULTS

School wide Baseline: **English Language Arts**

All
Students

Percent of Students Achieving Levels 1–4 by Grade

Grade	Level 1	Level 2	Level 3	Level 4
3	5%	26%	24%	45%
4	13%	17%	19%	51%
5	12%	15%	39%	34%
6	6%	16%	38%	41%

SMARTER BALANCED DISTRICT RESULTS

School wide Baseline: **Mathematics**


All
Students

Percent of Students Achieving Levels 1–4 by Grade

Grade	Level 1	Level 2	Level 3	Level 4
3	10%	15%	38%	37%
4	8%	28%	31%	33%
5	20%	36%	21%	23%
6	11%	24%	18%	48%

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

Reporting Paper reports to parents/ families

 CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Name: **Jacqueline Doe**
Grade: **08**
Date of Birth: **05/20/2002**
SASID: **1234567892**

School: **Demo Middle School**
District: **Demo District**
Test Date: **Spring 2015**

Connecticut Smarter Balanced Summative Assessment Results

The 2015 Connecticut Smarter Balanced Assessment are new tests and replace the Connecticut Mastery Test (CMT) and/or Connecticut Academic Performance Test (CAPT) in English language arts/Literacy and Mathematics. This report shows Jacqueline's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classroom and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

Scale Scores and Performance Levels

Overall scores in English language arts/Literacy and Mathematics are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

English Language Arts/Literacy

The overall English language arts/Literacy scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The English language arts/Literacy test assesses students' mastery of grade-level English language arts/Literacy in four areas of knowledge and skills aligned to the Connecticut Core Standards.

Four Areas of Knowledge and Skills

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

Writing
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Mathematics

The overall Mathematics scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses students' mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Three Areas of Knowledge and Skills

Concepts and Procedures
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Frequently Asked Questions

Where can I find more information about Connecticut academic standards and state assessments?


Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education Web site (www.ctcorestandards.org and www.ct.gov/sde).

What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?

Each area is based on summary statements about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall score.

Where can I find more information about the Smarter Balanced Assessment System?

Information about the Smarter Balanced Assessment System is available at www.smarterbalanced.org.

 CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Name: **Jonathan Doe**
Grade: **05**
Date of Birth: **05/20/2005**
SASID: **1234567891**

School: **Demo Elementary School**
District: **Demo District**
Test Date: **Spring 2015**

Overall Results

Jonathan scored at Level 4 on the English language arts/Literacy test and scored at Level 3 on the Mathematics test.

	Level 1	Level 2	Level 3	Level 4
ELA/Literacy			✓	✓
Mathematics			✓	

ELA/Literacy Results

Jonathan's Total Scale Score=2590 (Score Scale Range 2201-2701)

Level 4: Exceeds the Achievement Level
Jonathan has exceeded the achievement level for English language arts and literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

	Level 1 Does Not Meet (2201-2441)	Level 2 Approaching (2442-2501)	Level 3 Meets (2502-2581)	Level 4 Exceeds (2582-2701)
Student's Score				2590
School Average				2521
District Average				2524

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 2580 and 2600.

Areas of Knowledge and Skill	Performance
Reading	✓ Above Standard
Writing	✓ Above Standard
Listening	⊞ At/Near Standard
Research/Inquiry	✓ Above Standard

Mathematics Results

Jonathan's Total Scale Score=2563 (Score Scale Range 2219-2700)

Level 3: Meets the Achievement Level
Jonathan has met the achievement level for Mathematics expected for this grade. Students performing at this level are demonstrating progress toward mastery of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.

	Level 1 Does Not Meet (2219-2454)	Level 2 Approaching (2455-2527)	Level 3 Meets (2528-2578)	Level 4 Exceeds (2579-2700)
Student's Score				2563
School Average				2544
District Average				2535

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 2553 and 2573.

Areas of Knowledge and Skill	Performance
Concepts and Procedures	✓ Above Standard
Problem Solving and Modeling & Data Analysis	⊞ At/Near Standard
Communicating Reasoning	✓ Above Standard

Scoring

Performance indicator.

For example:

Areas of Knowledge and Skill	Performance
Reading	 Above Standard
Writing	 At/Near Standard
Listening	 Below Standard
Research/Inquiry	 At/Near Standard

Thank you!