

SMARTER BALANCED ASSESSMENT:

NEW TEST. NEW RESULTS.

Woodbridge School District A Presentation of Smarter Balanced Baseline Results

Board of Education September 21, 2015

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

<u>USEFUL FOR THESE PURPOSES</u>: 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

Areas of Knowledge and Skills Measured

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

Areas of Knowledge and Skills Measured

| Ma | thematics |
|---|--|
| 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

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

ELA Scores by District

| District name | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 |
|---------------|---------------|--------------|--------------|--------------|
| | Does not meet | Approaching | Meets the | Exceeds the |
| | the | the | achievement | achievement |
| | achievement | achievement | level | level |
| | level | 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 | % at Level 2 | % at Level 3 | % at Level 4 |
|---------------|---------------|--------------|--------------|--------------|
| | Does not meet | Approaching | Meets the | Exceeds the |
| | the | the | achievement | achievement |
| | achievement | achievement | level | level |
| | level | 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

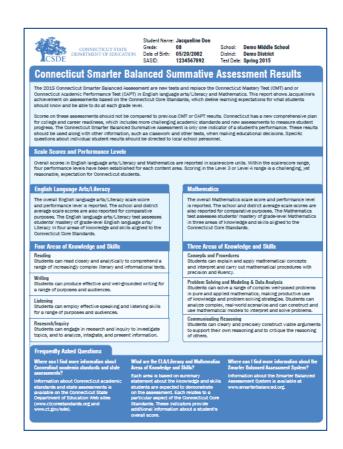
All Students

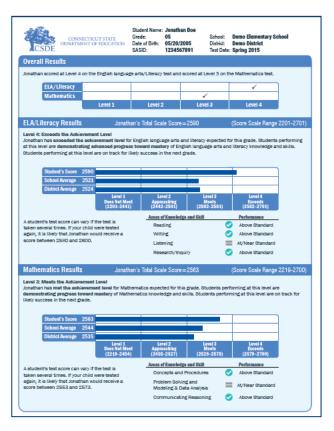
Percent of Students Achieving Levels 1–4 by Grade

| 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% |

Reporting

Paper reports to parents/ families





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!