

Smarter Balanced Grade 3-6
(ELA and Math)

CMT Grade 5 (Science)
Assessment Results
2016-2017

Beecher Road School
Board of Education Meeting
September 18, 2017

Smarter Balanced Assessment

Global measure of student learning:

- Accurately describes student achievement and growth
- Measures students' progress/attainment of knowledge and skills
- Provides an annual snapshot of student achievement
- Aligned to Common Core State Standards
- Administered to students in grades 3-8
- Utilizes computer adaptive testing
- Includes one math performance task

Background Information: English Language Arts

Areas of Knowledge and Skills Measured	Statement About Student Learning From Which the Assessment was Built
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/inquiry to investigate topics, and to analyze, integrate, and present information.

Sample question: ELA

Read the text. Then answer the questions.

New Homes for Hermit Crabs

by Bart King

Hermit crabs are nature's recyclers. Like many other crabs, the hermit crab eats waste. By living on sea scraps, hermit crabs help keep oceans and shores clean. Some hermit crabs hide in reefs or live in shallow waters, while others scuttle on the ocean floor. There are also hermit crabs that spend most of their lives ashore.

Unlike other crabs, the hermit crab has a thin outer shell over its soft tail. This makes the hermit crab easy prey for hungry predators. Hermit crabs stay safe by living in old seashells. A hermit crab is picky; it tries on many shells until it finds one that fits just right. The hermit crab backs into its new home and uses its tail and rear legs to grab onto the shell and carry it. If a predator

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 Shellter 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.

11

What conclusion can be drawn about the author's point of view about your answer with details from the text.

Background Information: Mathematics

Areas of Knowledge and Skills Measured	Statement About Student Learning From Which the Assessment was Built
Concepts and 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.
Communicating Reasoning	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Modeling and Data Analysis	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Sample question: Math

Tyler is 8 years old. His sister Olivia is 4 years less than twice his age.
Write a numerical expression for Olivia's age.

← → ↶ ↷ ✕

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	\square^{\square}	()		
0	.	$\frac{\square}{\square}$				

Achievement Levels

Four Achievement Levels:

- Level 1 = **Does not meet** the achievement standard
- Level 2 = **Approaching** the achievement standard
- Level 3 = **Meets** the achievement standard
- Level 4 = **Exceeds** the achievement standard

Achievement levels:

- Specify the knowledge and skills at a certain level
- Are less precise than scale scores
- Note: characterizing a student's achievement solely in terms of a level is an oversimplification

The Results: ELA- All Students

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
3	63.0%	76.2%	74.4%	2470	2482	2486
4	74.4%	76.3%	72.8%	2519	2527	2532
5	75.4%	85.4%	71.4%	2548	2582	2554
6	79.8%	82.4%	90.4%	2594	2597	2617
All Grades	73.6%	80.1%	76.8%	N/A	N/A	N/A

The Results: Math- All Students

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
3	75.8%	75.2%	77.8%	2474	2482	2488
4	64.4%	65.6%	78.4%	2513	2519	2536
5	44.1%	71.9%	55.2%	2519	2564	2539
6	65.0%	71.4%	77.7%	2596	2589	2610
All Grades	61.1%	71.2%	72.2%	N/A	N/A	N/A

District Name	% at Level 3 & 4 2016-2017	District Name	% at Level 3 & 4 2016-2017
Trumbull	81.40%	Greenwich	75.60%
Simsbury	80.30%	South Windsor	75.00%
Avon	80.20%	Fairfield	74.50%
Monroe	80.00%	Orange	74.00%
Farmington	79.00%	Granby	73.60%
Region 5	78.50%	New Fairfield	71.80%
Guilford	78.10%	West Hartford	71.00%
Glastonbury	77.10%	Newtown	70.20%
Cheshire	76.90%	Madison	66.90%
Woodbridge	76.40%	Brookfield	65.80%
Region 15	76.30%	State	54.20%

ELA

District Reference Group (DRG)

District Name	% at Level 3 & 4 2016-2017	District Name	% at Level 3 & 4 2016-2017
Trumbull	77%	Monroe	69.10%
Guilford	75.60%	Region 15	69.00%
Avon	73.90%	Newtown	68%
Farmington	73.70%	Fairfield	67.90%
Glastonbury	73.60%	Cheshire	66.50%
Woodbridge	71.60%	New Fairfield	64%
Region 5	70.90%	Madison	62.60%
Greenwich	70.70%	Granby	62.50%
South Windsor	69.70%	Brookfield	61.40%
Orange	69.50%	West Hartford	61.10%
Simsbury	69.30%	State	45.60%

Math

District Reference Group
(DRG)

Smarter Balanced Assessment: Overall results

	2015	DRG	CT	2016	DRG	CT	2017	DRG	CT
ELA	73.6%	9 out of 21	30 out of 188	80.1%	5 out of 21	15 out of 188	76.4%	10 out of 21	21 out of 188
Math	61.1%	12 out of 21	34 out of 188	71.2%	5 out of 21	17 out of 188	71.6%	6 out of 21	17 out of 188

Science CMT → Grade 5 only

- Measures core science concepts as well as scientific inquiry learned over several years.
- Topics assessed includes Life, Physical and Earth Science.
- Also assessed: Scientific Inquiry, Literacy and Numeracy.

Sample Science CMT question:

A student found a piece of metal. What could the student do to quickly determine if the metal might contain iron?

- Heat the metal
- Place the metal in water
- Place the metal near a magnet*
- Weigh the metal

Science CMTs

Grade level	% at level 3 and above 2014-2015	% at level 3 and above 2015-2016	% at level 3 and above 2016-2017
5	81%	94%	83%

Follow up and next steps:

- Grade level analysis by homeroom
 - 2016-2017 homerooms
 - 2017-2018 homerooms
- Data verification by State Department of Education
- Continued professional learning and curriculum development
 - Give students appropriate exposure and practice to the tools necessary to demonstrate knowledge
 - Coaching of grade 2 and grade 6 teachers in Math
 - ACES Consultant work with grades 2, 3 and 5 in Math
 - Columbia Consultant work for all grades
 - Progress monitoring using STAR
- School-wide data team- regular meetings

Thank you!



