

SMARTER Balanced ELA: Assessment Scores and Content

August 4, 2022



Meaning and Context for State ELA/Literacy Assessments and Score Descriptors

1. SMARTER Balanced: structure and reporting
2. Comparing former standardized tests to new expectations
3. Sample items

Pause: Literacy Scores...????



When you hear: ***“xx% of our students are meeting standard in ELA/literacy,”***

What does that mean to you?
How do you define ELA/literacy?

Results from assessment instruments are used to make **CLAIMS** about what students know and are able to do



CLAIMS



Overall Claim for Grades 3–8

“Students can demonstrate progress toward college and career readiness in English language arts and literacy.”

Overall Claim for Grade 11

“Students can demonstrate college and career readiness in English language arts and literacy.”

R

Claim #1 – Reading

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

W

Claim #2 – Writing

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

SL

Claim #3 – Speaking and Listening

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

RI

Claim #4 – Research/Inquiry

“Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”

Contribute to the overall performance claim



Results from assessment instruments are used to make **CLAIMS** about what students know and are able to do

Quantitative scores are translated into **qualitative descriptors of performance**, intended to describe **achievement**

Overall Claim (Composite Achievement Level Descriptors)

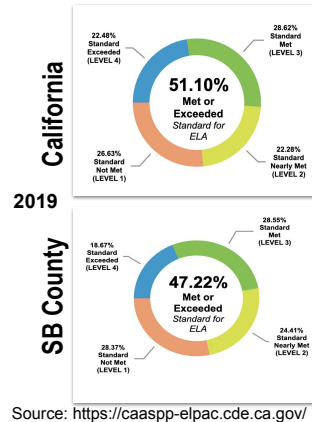
4	Standard Exceeded
3	Standard Met
2	Standard Nearly Met
1	Standard Not Met

Individual Claims (Area Achievement Level Descriptors)

R	W	SL	RI
Above Standard			
Near Standard			
Below Standard			

Overall Claim (Composite Achievement Level Descriptors)

4	Standard Exceeded
3	Standard Met
2	Standard Nearly Met
1	Standard Not Met



Individual Claims (Area Achievement Level Descriptors)

READING (2019)

	All Grades	All Grades
Above Standard	22.50 %	21.26 %
Near Standard	44.96 %	56.31 %
Below Standard	32.53 %	22.43 %
	SB County	California

Pause: Literacy Scores...????



When you hear: ***“xx% of our students are meeting standard in ELA/ literacy,”***

What does that mean to you?
What do you think students are being asked to do?



CA State Assessments for Literacy

	<u>Current</u>	<u>Former</u>
CONTENT	CA Common Core State Standards for Literacy (2010)	1998 CA ELA Standards
INSTRUMENTS	SMARTER Balanced Summative Literacy Assessment (2015 - present) Grades 3-8,11	CAHSEE(2002 - 2015) HS graduation requirement CST: CA Standards Test ELA (2003 - 2014) Grades 2-11

Reading/ ELA (former)

OLD CAHSEE - CA High School Exit Exam

All HS Sophomores used to take it; Graduation Requirement.

Based on the 1998 ELA 8th and 10th grade standards
The ELA portion had 80 multiple choice questions and 1-2 essays
Reading passages: most were approximately 250 - 800 words
MC: 4 responses: A, B, C, D; No penalty for guessing
60% correct to pass

By 2010, 81% of 10th graders passed on the first try.
Suspended in 2015

Reading Old Sample Items for High School

OLD CAHSEE - CA High School Exit Exam

23. This passage is an example of which of the following genres of writing?

- A a narrative short story
- B an informational text
- C a persuasive essay
- D a biographical essay

Identify the Genre

Source: <https://www.csusb.edu/sites/default/files/CAHSEE%20SAMPLE%20QUESTION%20%281%29.pdf>

Reading Old Sample Items for High School

OLD CAHSEE - CA High School Exit Exam

24. Which of the following sentences BEST explains Jeff's biggest problem in the passage?

- A He needed to face his fear of losing his father's respect.
- B He needed to find someone to take him to the town of Flint.
- C He needed to climb the rock-covered hill to get to the top.
- D He needed to face his fear in order to help his brother.

Conflict/Plot

Reading Old Sample Items for High School

OLD CAHSEE - CA High School Exit Exam

25. What kind of person is Jeff's father in the passage?

- A understanding and motivating
- B aggressive and annoying
- C humorous and entertaining
- D impatient and anxious

Character Trait

Reading Old Sample Items for 3rd grade OLD CST - CA High Standards Test

Frog and Coyote's Race
A Native American Tale


One afternoon, Coyote was hunting. He caught a mouse, and later, a squirrel. As he sat back to prepare his dinner, Coyote grabbed his net and started back to catch his supper.

Suddenly, a large frog leaped in front of him. Coyote paused and peered frog to the ground.

"Frog thought I'd be afraid of him," Coyote said to himself. "He's not so scary!"

"Frog thought I'd be afraid of him," Coyote said to himself. "He's not so scary!"

"Frog thought I'd be afraid of him," Coyote said to himself. "He's not so scary!"



Short piece of text

Read this sentence from the passage.

Coyote laughed loudly. "Why shouldn't I have thought to catch a body mouse?"

In this sentence, you can tell that a mouse is something

A. to eat.
B. to share.
C. to laugh at.
D. to help out.

11. Which word BEST describes Coyote in this passage?
A. weak
B. foolish
C. afraid
D. lucky

12. What is Frog's problem in this passage?
A. He is hungry.
B. He is too afraid.
C. He has no friends.
D. He thinks too slowly.

4 option multiple choice

Basic Comprehension

Source: 2007 CDE Released Test Questions



- Claim #1 – Reading**
"Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts."
- Claim #2 – Writing**
"Students can produce effective and well-grounded writing for a range of purposes and audiences."
- Claim #3 – Speaking and Listening**
"Students can employ effective speaking and listening skills for a range of purposes and audiences."
- Claim #4 – Research/Inquiry**
"Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information."

READING STANDARDS ARE ASSESSED IN READING & RESEARCH/INQUIRY

smarter BALANCED Sample Items

Browse Items

Grade: Grade 3

Subject: English language arts/literacy

Claims: 1. Reading, 2. Writing, 3. Listening, 4. Research/Inquiry

Targets: 1, 5, 11, 2, 6, 12, 3, 7, 13, 4, 8, 14

Content Standards: 3.RL.1, 3.RL.2, 3.RL.3, 3.RL.4, 3.RL.5

3rd grade Research and Inquiry Sample item 211997

RI 3rd grade Research and Inquiry Sample item 211997

Instructions and 2 articles

Task for after reading

211997

Student Directions
Astronauts Narrative Performance Task

Task:
Your class is studying about space. Your teacher asks students to choose something about space they would like to learn more about. You decide you want to research space travel. You find two sources about the life of an astronaut.

Read the sources carefully so you will have the information you will need to write a story on a topic related to the sources.

Choose the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: What Is an Astronaut?	Source #2: Life in Space
Astronauts feel weak when they come back from space.	<input type="checkbox"/>	<input type="checkbox"/>
Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth.	<input type="checkbox"/>	<input type="checkbox"/>
Astronauts have a special view of Earth	<input type="checkbox"/>	<input type="checkbox"/>

3rd grade

Some elements of the READING

- Length of Passages (1017 words)
- Sentence Complexity
- Reading level (Flesch-Kincaid) is 4.5
- Background knowledge - gravity, scuba, circulation of blood and body systems, etc.
- Language Demands of the Instructions; Shift in POV
- Computer Scrolling

Student Directions Astronauts Narrative Performance Task

Task:
Your class is studying about space. Your teacher asks students to choose something about space they would like to learn more about. You decide you want to learn more about travel. You find two sources about the

Sources for Performance Task:

Source #1
You have found a source describing the type of training that astronauts receive in order to do their job.

Source #2
This article describes what happens to astronauts' bodies when they go into space.

Life in Space
by Aaron Higgins
Many people say they want to be an astronaut, but do they know what it's really like? When astronauts are in space, they feel weightless. They can float. This sounds like fun, but it is not that simple. The human body is used to being on Earth, but some people stay out in space for months. A lot of strange things happen to the

What Is an Astronaut?
by Taylor
Have you ever seen an astronaut? This article describes what happens to astronauts' bodies when they go into space.

The TASKS for 3rd Graders after Reading

Choose the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: What Is an Astronaut?	Source #2: Life in Space
27 POSSIBILITIES They come back from space.	<input type="checkbox"/>	<input type="checkbox"/>
Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth.	<input type="checkbox"/>	<input type="checkbox"/>
Astronauts have a special view of Earth from space.	<input type="checkbox"/>	<input type="checkbox"/>

Explain why it is hard to be an astronaut. Give two reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.

Astronauts Narrative Performance Task

Part 2
You will now use your notes and sources to plan, draft, read your assignment and the information, then begin your work.

Your Assignment:
Your class is creating a book of stories about a character who is an astronaut traveling in space to parents, teachers, and other students.

Writers often do research to add realistic detail to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details from the sources to improve your story about an astronaut adventure. Make sure you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate.

TRANSLATE INFORMATION INTO NARRATIVE TEXT

GENERATE AND CITE EVIDENCE

REMEMBER: A well-written story

- has a clear topic and a clear sequence of events.
- uses details from the sources to improve the story.
- uses clear language.
- follows rules of writing (spelling, capitalization, punctuation, and grammar usage).

For Part 2, you are being asked to write a story that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

Go to the Site: <https://sampleitems.smarterbalanced.org/BrowseItems>

Item	Stimulus ID	Subject	Grade	Claim	Target	Standard	Item Type	Answer Key
183093	193792	ELA	HS	1. Reading	1	11-12.RL.1	Hot Text	View
183143	193791	ELA	HS	1. Reading	12	11-12.RI.6	Multiple Choice	A
183107	193791	ELA	HS	1. Reading	9	11-12.RI.2	Evidence-Based Selected Response	View
42437	171294	ELA	HS	1. Reading	4	11-12.RL.6	Short Answer	View
42435	171294	ELA	HS	1. Reading	4	11-12.RL.3	Evidence-Based Selected Response	View
183097	193792	ELA	HS	1. Reading	2	11-12.RI.2	Evidence-Based Selected Response	View
183103	193791	ELA	HS	1. Reading	13	11-12.RI.5	Multi Select	A,B,D

THANK YOU!!!



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