Norms



- Be respectful of one another
  - Stay focused on meeting content and objectives
  - Electronics away unless it's an emergency or for an activity
- Be a learner - actively participate in readings, discussions and activities.

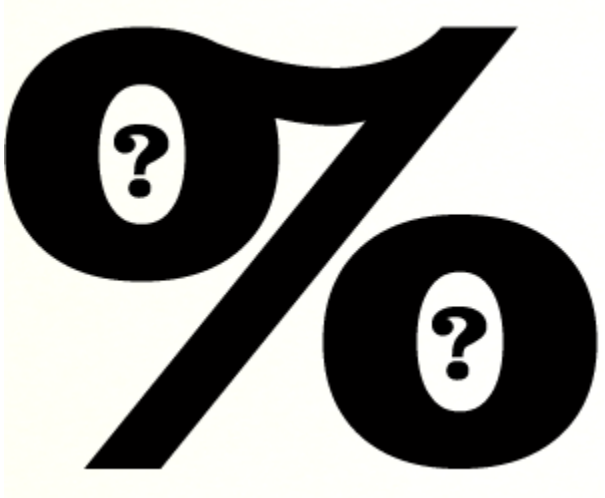
Outcomes for Today

- Structure
- Experience
- Application



Structure

- Percentages of test
- Timeline
- Formative and end of the year



Application

- Selected Response Items
- Constructed Response Items
- Technology –Enhanced Response /Tasks
- Performance Tasks



Selected Response Item- Math

The level of the top of the water in the ocean is considered to be at an altitude of zero (0) feet.

- The ocean floor at a particular dive site is -20 feet.
- A diver is located at -5 feet at that same site.
- The captain of a boat is located at an altitude of 15 feet, directly above the diver.

For number 1a-1d, select True or False for each statement.

1a. The distance from the captain to the diver is greater than the distance from the top of the water to the ocean floor.

○ True ○ False

1b. The distance from the captain to the top of the water is the same as the distance from the diver to the ocean floor.

○ True ○ False

1c. When the diver swims to -10 feet, the diver will be the same distance below the top of the water as the captain is above the top of the water.

○ True ○ False

1d. When the diver swims to -10 feet, the diver's distance to the ocean floor will be equal to the diver's distance to the top of the water.

○ True ○ False

Selected Response Item- Math

Scoring Rubric for Multi-Part Items:

Responses to this item will receive 0-2 points, based on the following:

2 points: FTFT
The student shows a thorough understanding of using the absolute value of coordinates to represent distances.

1 point: FTFF, TTFT, FTTT, FFFT
The student shows a partial understanding of using the absolute value of coordinates to represent distances and makes a single error.

0 points: TFTF, TTTT, TFFT, FFTT, TTTF, TFTT, TFFF, FFTF, TTFF, FTTF, FFFF
The student shows a limited or inconsistent understanding of using the absolute value of coordinates to represent distances.

Selected Response Item - ELA

Stimulus Text:

Read the paragraph and complete the task that follows it.

As my family drove home last evening, the sun was going down. We were treated to a beautiful sunset! All around over our heads, the entire sky was pretty. In a few minutes the amazing show was over. The sun disappeared completely, and the brightly colored sky faded to dark gray as the night began.

Item Stem:

*Revise the paragraph by choosing the phrase with the **best** descriptive detail to replace was pretty.*

- *Options:*
- A. had a whole lot of bright colors mixed together
- B. shone because it was almost time for darkness
- C. glowed with astonishing shades of pink and gold
- D. looked different than it usually does during the day

Constructed Response Item - Math

Alia wants to buy pizza for a party.

- 40 to 50 people will be coming to the party.
- A large pizza from Paolo's Pizza Place serves 3 to 4 people.
- Each large pizza from Paolo's Pizza Place costs $11.50.

Part A

Alia wants to buy enough pizza so that people will not be hungry, and wants to have the least amount of pizza left over. How many large pizzas should Alia buy?

☐ pizzas

Part B

If Alia buys the number of large pizzas that you determined in *Part A, how much money will she spend on pizza?*

$ ☐

Constructed Response Item - Math

Scoring Rubric:

Responses to this item will receive 0-2 points, based on the following:

2 points: The student demonstrates a thorough understanding of how to apply mathematics to solve problems involving ratio and rate reasoning and computation with multi-digit decimals. The student provides an estimate of 12-15 pizzas and correctly computes the cost for that number of pizzas.

1 point: The student demonstrates a partial understanding of how to apply mathematics to solve problems involving ratio and rate reasoning and computation with multi-digit decimals. The student provides an low or high estimate of 9-11 or 16-18 pizzas, but correctly computes the cost for that number of pizzas OR the student provides an estimate of 12-15 pizzas but does not correctly compute the cost for that number of pizzas.

0 points: The student shows inconsistent or no understanding of how to apply mathematics to solve problems involving ratio and rate reasoning and computation with

Constructed Response Item - ELA

Stimulus Text:

The Peaches

A farmer bought five peaches. He gave one to his wife and one to each of his four sons. The next day, he asked his sons what they had done with their peaches. The oldest son told him that he planted the seed of the peach in the ground to grow a peach tree. The second son told his father that he sold his peach so he could buy more. The youngest son told his father that he ate his peach and half of his mother's, too. The third son told his father that he gave his peach to a sick neighbor. The father told his sons that one of them used his peach in the best way.

Item Prompt:

Rewrite the story by adding dialogue, descriptive details, and a conclusion without changing the events or characters.

Rubric for a 3-point CR item

3 A response:

- Gives sufficient evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional

strategies

- Includes a specific conclusion that clearly supports the text
- Fully supports the audience, purpose, and task with clearly relevant events from the text

2 A response:

- Gives some evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies
- Includes some conclusion that supports the text
- Adequately supports the audience, purpose, and task with mostly relevant events from the text

1 A response:

- Gives limited evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies
- Includes a conclusion but it is not explicit or makes only vague references to the text
- Supports the audience, purpose, and task with at least one event from the text but the relevance of that event to the text must be inferred

0 A response gets no credit if it provides no evidence of the ability to write a

story using narrative strategies (dialogue and description), chronology, and transitional strategies, and includes no relevant information from the text, or is vague.

Technology-Enhanced Items/Tasks

- Show tasks online

http://www.smarterbalanced.org/sample-items-and-performance-tasks/

Performance Tasks for Math

- The most complex of items
- Addresses multiple assessment claims
- Multiple parts – 3 to 5 parts completed over several days

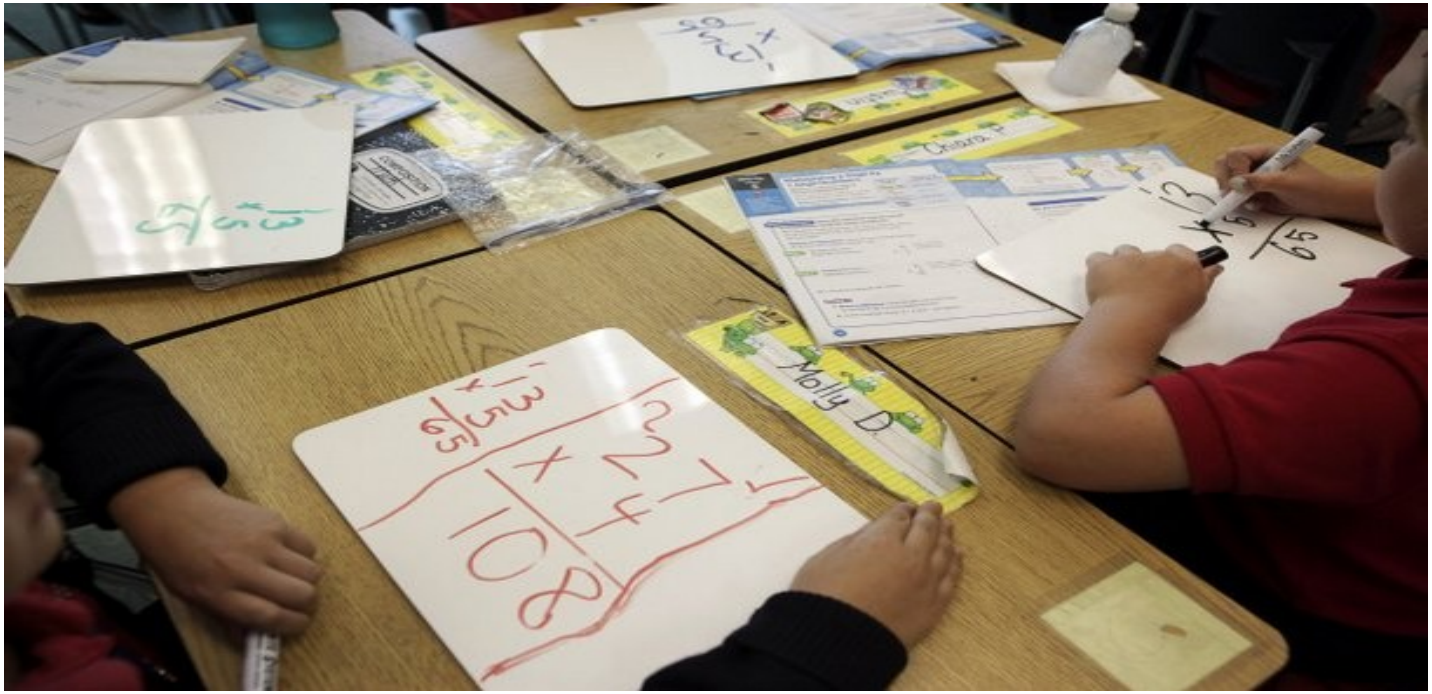
Performance Task Item - ELA

- The most complex of items
- Addresses multiple assessment claims

- Part 1 – 30 min – 35 min
  - Multiple stimuli (i.e. video, stories, poems, articles)
  - Students are required to take notes
  - Possible short answer
- Part 2 – 70 min
  - Plan, prepare and present finished product (i.e. fable, speech, essay

Experience

Take the assessment

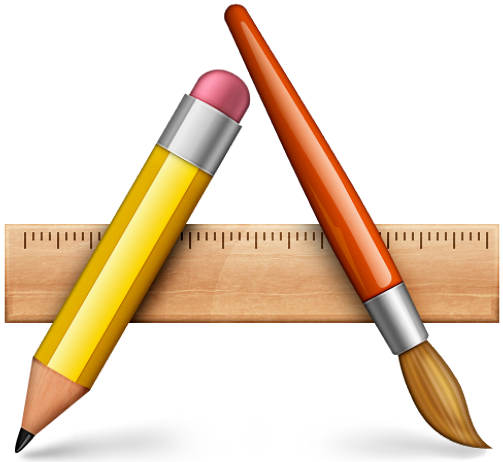


Assessment Status Poster

What Students Need to Know:
Before taking the task?
(i.e. Back ground Knowledge)
In order to complete the task?
(i.e. Skills)

Application

Implications for the classroom



Assessment Status Poster

Implications for:
- **ELL students**
- **GATE**
- **BB and FBB**
- **Special Needs**

Things to consider:
- **Engagement Strategies**
- **Grouping**
- **What questions to pose**

How do these Assessments Inform and Affect Instructional Practice?

Revisit Our Outcomes for Today

- Structure
- Experience
- Application



Resources

- ‘http://www.cde.cs.gov/ci/cc
- http://www.cde.ca.gov/re/mm/it/ CDE on iTunes U
- http://www.k12.wa.us/SMARTER/ SMARTER Balanced Assessment Consortium