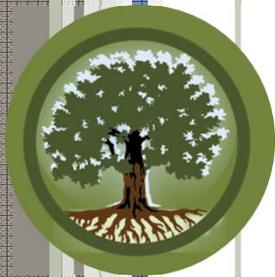


# SMARTER BALANCED OVERVIEW

OCT 2014



# Objectives

- ❑ Provide information about the Smarter Balanced Assessments in English Language Arts and Mathematics
- ❑ Provide information about the **Accessibility Reports**
- ❑ Recognize the key differences between the previous OAKS tests and the new Smarter Balanced in terms of format, features, and testing procedures.



# Schedule

## 2014-15 Smarter Balanced Test Windows

- ❑ Administration Window: March 10-June 12
  - ❑ 3<sup>rd</sup>-8<sup>th</sup>: March 10th - May 29th
  - ❑ 11<sup>th</sup>: April 20th - May 29th
  
- ❑ Within that window, schools may set their own testing schedule.
  
- ❑ Grades 3 – 8 testing should occur after 66% of instructional days have been completed.



## Schedule

High School (11<sup>th</sup>) testing should occur after 80% of instructional days have been completed.

- ❑ Only one opportunity in each content area
- ❑ Each test opportunity is subject to a 45-day expiration period from the start date.
- ❑ Each PT test opportunity is subject to a 10-day expiration period from the start date.



# SMARTER BALANCED

## Estimated Testing Times for Smarter Balanced Summative Assessments

Test Type	Grades	CAT	Perf Task Only	Total	In-Class Activity	Total
English Language Arts/Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Mathematics	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00
COMBINED	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30



	<b>Performance Task (PT)</b>	<b>Computer Adaptive Test (CAT)</b>
<b>ELA</b>	<b>In Class (30 min)</b>	<b>On the Computer</b>
	<b>On Computer</b>	
<b>Math</b>	<b>In Class (30 min)</b>	<b>On the Computer</b>
	<b>On Computer</b>	



## SMARTER BALANCED

### Key Shifts/Differences for Math

- ❑ Smarter Balanced assesses content standards and standards for mathematical practice.
- ❑ Resources formerly available during the test may no longer be (e.g., manipulatives, formula sheet, grades 3-5 calculator); check the Oregon Accessibility Manual for specific allowable supports.
- ❑ Students at ALL tested grades will be doing a Performance Task which will require them to demonstrate autonomous chains of mathematical reasoning.
- ❑ There will be a wider variety of item types, including technology-enabled items, short and long constructed response, and multiple answer multiple choice.



## SMARTER BALANCED

# Key Shifts/Differences for ELA

- ❑ Smarter Balanced combines four elements of English language arts into one test: Reading, Writing, Listening, and Research; there will be an overall score for ELA and sub-scores for each of those four elements.
- ❑ Listening items will require each student to have headphones.
- ❑ Resources formerly available during the test may no longer be (e.g., spelling lists, graphic organizers, scoring guides); check the Oregon Accessibility Manual for specific allowable supports.
- ❑ Students at ALL tested grades will be doing a Performance Task which will require them to write an essay.
- ❑ There will be a wider variety of item types, including technology-enabled items, short and long constructed response, and multiple answer multiple choice.



## Components of the Smarter Balanced Summative Assessment

- ❑ CAT Test (Computer Adaptive Test)
  - Item Types:
    - Selected Response (Multiple Choice)
    - Technology-Enhanced/Enabled Items
    - Short Constructed Response
  
- ❑ Performance Task
  - Two-day event in ELA; recommended single-day in Mathematics
  - Classroom Activity
  - ELA will access multiple resources
  - Short answer questions provide scaffolding



## SMARTER BALANCED

# Smarter Balanced Assessments

- ❑ The CAT and the PT sections of the test should be given on separate days; finish one before starting the other.
- ❑ It is recommended, but not required, that the CAT (or non-performance task items) be administered first.
- ❑ The Classroom Activity must take place 1 to 3 days prior to students engaging in the Performance Task; the Classroom Activity may take place the same day students begin the Performance Task.
- ❑ ELA Performance Tasks may be given over multiple sessions; Math is recommended to be completed in one session.
- ❑ Neither portion of the test is timed; students should be allowed to continue working as long as they are making progress.



# Smarter Balanced Performance Tasks

## Session 1: Classroom Activity

- ❑ Purpose is to “level the playing field” or “ground” students in the general topic (context)
- ❑ Classroom Activities are pre-assigned; activities are accessed through the OAKS Portal (<http://www.oaksportal.org>) and should be downloaded by the STC at least 1-2 days in advance of testing.
- ❑ Designed to be given in a single session and to take no more than 30 minutes
- ❑ Does not reveal the specific content of the performance assessment



# Classroom Activity

- ❑ Classroom Activities come with a script that must be closely followed during administration
- ❑ Although classroom activity materials are not subject to the same security protocols as other testing materials, student/group work generated during the Classroom Activity may **not** be used during the PT and should be securely disposed of.
- ❑ All students should have the opportunity to interact with teachers or TAs, and, as appropriate, with peers.
- ❑ Schedule a make up session for absent students that will provide them with an experience similar to their peers.



## Classroom Activity (cont'd)

- ❑ Any tables, graphs, formulas or other information may be displayed for students.
- ❑ TA may write notes for students to see, such as on a chalkboard or dry-erase board.
- ❑ Computers, projectors, or other technology may be used during the Classroom Activity.
- ❑ Each Classroom Activity includes strategies that teachers or other TAs may use to address students with special needs and increase accessibility.



# ELA Performance Tasks

## Embedded Tools

- ❑ Dictionary
- ❑ Notes
- ❑ Formatting features
  - Bold, italic, underline, remove format
  - Insert numbers or bullets
  - Indent, outdent features
  - Cut, copy, paste
  - Undo, bring back
  - Spell Check (must click on icon to activate and again to exit.)



# Math Performance Tasks

## Embedded Tools

- ❑ Calculator (grades 6-11)
- ❑ Digital notepad
- ❑ Math tools

## Non-embedded Tools

- ❑ Scratch Paper
- ❑ Graph Paper



# SMARTER BALANCED Calculators (Scientific, Graphing, & Regression)

Questions: 1 Math HS Training Test (0 out of 8) GUEST, GUEST (SSID: GUEST)

Calculator

Calculator ZOOM OUT ZOOM IN

Backspace CE C ANS Scientific Graphing Regression

STO RCL

( ) 7 8 9 ÷  
Sin sin<sup>-1</sup> 4 5 6 x  
Cos cos<sup>-1</sup> 1 2 3 √  
Tan tan<sup>-1</sup> 0 . +/-  
e<sup>x</sup> ln x<sup>2</sup> x<sup>3</sup> +  
log n! 1/x x<sup>y</sup> =  
x<sup>2</sup> x<sup>3</sup> π Abs

Degrees  
 Radians

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35

Number of Miles

Justin's Kim's

Drag each person's car to the number line to show the number



# Dictionary

Questions: 4 G5 SB ELA PT (3 out of 4) GUEST, GUEST (SSID: GUEST)

BACK NEXT SAVE PAUSE

DICTIONARY NOTES ZOOM OUT ZOOM IN

learning how to load a DVD into a player and push play, or how to open and close microwave doors. This education takes time, patience, and money. The cost of educating just one monkey is close to \$40,000. Finally, after up to five years of training, the animals finish school. Now the monkeys are ready to go and live with someone who needs them to help make life a little bit easier.

4

**Student Directions**

**Service Animals Opinion Performance Task**

**Part 2**  
You will now review your notes and sources, and plan, draft, revise, and edit your work. You may use your notes and go back to the assignment and the information about how to use the dictionary; then begin your work.

from the library, your classmates begin to discuss about different types of service animals. They discuss the new rule that allows only dogs and cats as service animals in public places. Some students agree with the rule. Some students disagree with the rule. Your task is to write a paper explaining your opinion about the rule.

**Dictionary**

Merriam-Webster

Dictionary

ENTRIES FOUND:



# Glossary

Questions: 1 | G8 SB MATH CA (0 out of 29) | GUEST, GUEST (SSID: GUEST) | ?

BACK NEXT SAVE PAUSE ZOOM OUT ZOOM IN

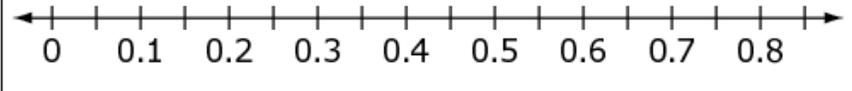
1

Drag each number to its correct position on the number line.

Drag

Spanish Glossary

Arrastra



# English/Spanish Stacked Translations

Questions: 6 G5 SB MATH CA (5 out of 27) GUEST, GUEST (SSID: GUEST) ?

BACK NEXT PAUSE ZOOM OUT ZOOM IN

6

Connor va a comprar boletos para un concierto. El concierto que él y sus amigos quieren ver cuesta \$4.75 por boleto. Connor tiene \$26.00 en total.

¿Cuál es el **mayor** número de boletos que Connor puede comprar?

Connor is buying tickets to a concert. The concert he and his friends want to see costs \$4.75 per ticket. Connor has \$26.00 total.

What is the **greatest** number of tickets Connor can buy?

- (A) 4
- (B) 5
- (C) 6
- (D) 7



# Before Testing

- ❑ Access and download information about the Classroom Activity assigned to your school.
- ❑ Identify students to be tested and determine their test settings
  - Make sure you have the correct SSID for each student
  - Identify students who would benefit from accessibility tools.
- ❑ Provide students with opportunities to become familiar with the test format and technology; both the training and the practice tests contain the same features as the operational assessment.



# Testing Environment

- ❑ Take down or cover posters, rubrics, vocabulary lists, student work, graphs, or charts showing math or ELA content.
- ❑ Seat students so that they cannot view the answers of others taking the test.
- ❑ Establish procedures to maintain a quiet testing environment, including making provisions for students who finish early.



# Smarter Balanced Practice

## Training Test

- ❑ Organized by grade band 3-5, 6-8, and high school
- ❑ 14-15 questions includes all item types
- ❑ Includes all embedded universal tools, designated supports, accommodations, and language supports

## Practice Test

- ❑ Organized by grade
- ❑ Approximately 30 items of varying difficulty
- ❑ Performance task
- ❑ Includes all embedded universal tools, designated supports, accommodations, and language supports



# Test Administration

- ❑ Monitor to ensure that students only have access to the allowable resources and supports.
- ❑ If breaking up the test into multiple sessions, allow students to finish all presented items on the screen before pausing the test.
- ❑ If students pause the Computer Adaptive Test for more than **20 minutes**, they will no longer be able to return to previously answered or marked items when they log back in.



## Do's...

- ❑ Use the Smarter Balanced Training and Practice Tests at [oaksportal.org](http://oaksportal.org) to become familiar with the format and content of Smarter Balanced assessments.
- ❑ Review the Test Administration Manual and Oregon Accessibility Manual.
- ❑ STC locates and downloads Classroom Activity information at least 1-2 days prior to your scheduled testing time.
- ❑ Carefully review student settings for each student before approving a test.



## ...and Don'ts

- ❑ TAs and other online users must not share their login information and passwords, even with other authorized users.
- ❑ Do not use last year's Secure Browser. Old secure browsers should be uninstalled before installing the new secure browsers.
- ❑ Do not approve students to test until you are sure the students are taking the correct test at the right time.
- ❑ Do not let tests linger;
  - ❑ Computer Adaptive Tests will expire after 45 calendar days.
  - ❑ Performance Tasks will expire after 10 calendar days.



## Promising Practices

- ❑ Before the start of the testing window, the district exposes students to the Smarter Balanced test environment using the practice test available on the OAKS portal.
- ❑ The district uses **the practice test** to identify students who may need accommodations to fully access the online test.
- ❑ Students have the opportunity to develop and practice keyboarding skills starting at the primary grades.

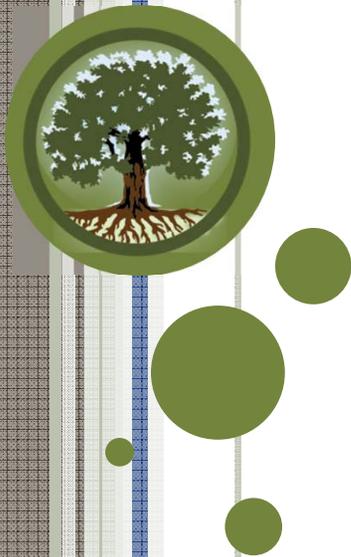


## Promising Practices, cont.

- ❑ Prior to the start of testing, establish a protocol for how your school plans to accommodate for students who are absent during the Classroom Activity that leads into the Performance Task.
- ❑ Schools and/or districts develop a communication plan to share information about Smarter Balanced testing with parents and their community; use state-provided and locally-made resources to keep communities informed.



# STATEWIDE ASSESSMENT ACCESSIBILITY SUPPORTS



## ACCESSIBILITY OPTIONS

# Definitions

### Universal Tool

- ❑ Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.

### Designated Support

- ❑ Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
- ❑ Embedded designated supports must be assigned to the student in the Test Information Distribution Engine (TIDE) or from the TA Interface prior to test administration

### Accommodation\*

- ❑ Changes in procedures or materials that increase equitable access during the statewide assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do.
- ❑ **beginning in 2014-15 statewide assessment accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Many of the supports previously referred to as “accommodations” are now considered “designated supports” and so remain available to all students based on individual need.**



# ACCESSIBILITY OPTIONS

## Universal Tools

### Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

### Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

## Designated Supports

### Embedded

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

### Non-embedded

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

## Accommodations

### Embedded

American Sign Language, Braille, Closed Captioning, Text-to-speech

### Non-embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

## ACCESSIBILITY OPTIONS

# Modification

- ❑ **Contrary to statewide accessibility supports**, any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, or content that is to be measured, grade-level standard, or measured outcome of the assessment and is not listed in Oregon's Accessibility Manual (OAM) is considered a **modification**.
- ❑ Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports.



## ACCESSIBILITY OPTIONS

# \*Documentation

- ❑ Students on IEPs or 504 Plans ***must*** have needed accommodations documented within their plans (cf. <http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/accommodations-statement-ieps.pdf>). IEP teams are encouraged to include any/all other statewide assessment accessibility supports in a student's IEP or 504 plan.
- ❑ Students who are English Learners or General Education and not on an IEP or 504 Plan ***should*** have needed statewide assessment accessibility supports documented within their cumulative file.



## ACCESSIBILITY OPTIONS

# Working with Accessibility Supports

<http://sbac.portal.airast.org/practice-test/>

## Significant Shifts (per OAKS-Smarter Crosswalk)

Support	Comment
Alternate response option	Smarter AT device certification process
ASL	ASL only
Calculator, hand-held	Accommodation
Calculator, online	Restricted access
Formula and conversion sheets (ODE-provided)	Non-allowable
List of common transitions/transitional phrases	Non-allowable
Manipulatives	Non-allowable
Print on demand	Accommodation
Read-aloud	Designated Support (items); Accommodation (passages)
Text-to-Speech	Designated Support (items); Accommodation (passages)
Translations (stacked)	Non-allowable (ELA-Writing)

## ACCESSIBILITY OPTIONS

### Do's...

- ❑ Refer to the Oregon Accessibility Manual for implementation guidance.
- ❑ Refer to student's IEP, 504 Plan or cumulative file to determine which accessibility supports must be provided.



## ACCESSIBILITY OPTIONS

### ... and Don'ts

- ❑ Indicate “as needed” or “as appropriate” when documenting accessibility supports
- ❑ Choose every accessibility support available for an assessment “just to be safe”
- ❑ Assume the same accessibility supports remain appropriate year-after-year
- ❑ Provide an accessibility support for the first time on the day of testing
- ❑ Provide the same accessibility supports for every student in the class, grade, or program



## ACCESSIBILITY OPTIONS

### ...Don'ts (cont'd)

- ❑ TAs may not provide instruction or give suggestions regarding process.
- ❑ TAs may not choose to administer an accessibility supports for all students in a class or a grade.
- ❑ If you can't find it in the TAM or OAM, don't do it.



## ACCESSIBILITY OPTIONS

# Promising Practices

- ❑ Develop a process to determine appropriate statewide assessment accessibility supports for students not on IEPs or 504 Plans
- ❑ Develop a system to inform students of available accessibility supports and allow them to request consideration for use during testing
- ❑ Encourage students to “do their best”
- ❑ Ask a student if he/she “needs a break” if they appear to lose focus



## ACCESSIBILITY OPTIONS

### **In a Nutshell**

- ❑ Accessibility supports are selected and administered for individual students
- ❑ Accessibility supports used during state testing must be selected from the Oregon Accessibility Manual
- ❑ Providing accessibility supports for the first time during state testing is not allowed
- ❑ Administration of accessibility supports for one student must not interfere with the testing conditions of another student

