

# Arlington School District SBAC Information




Districts and schools in Oregon, including Arlington School District, have transitioned to a new statewide assessment system for English/ Language Arts and Math in the spring of 2015. The new assessments focus on the [Common Core State Standards](#) for Math and English/Language Arts and are administered through a computerized testing system developed by the [Smarter Balanced Assessment Consortium \(SBAC\)](#). The new assessment will be administered to students in grades 3 - 8 and grade 11.

Summative assessments are required assessments in Oregon. These tests serve as independent, objective measures of how students are doing. Clear, understandable test scores help teachers and parents work together to adjust their approach and better meet students' needs. Standardized tests also provide data that we use to determine, for example, what's working in special education, or whether race- or income-based achievement gaps exist or continue to persist. The end-of-year assessments also will empower families by providing them with a clear indication of how well their children are progressing toward mastering the academic knowledge and skills necessary for college and career readiness.

## Who will take these computer-based assessments?

Students in grades 3- 8 and 11 will use computers and/or other devices to take the state assessments in English language arts and mathematics.

## What is the estimated time for each test?




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### Scheduling Testing Time

- Estimated testing times:

Content Area	Grades	Computer Adaptive Test (CAT) Items hrs : mins	Performance Task (PT) hrs : mins	Total hrs : mins	Classroom Activity (administered prior to the PT)* hrs : mins	Total hrs : mins
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
Both	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



2015 CAASPP Online Test Administration Workshop | 68

### **What is a Computer Adaptive Test (CAT) component on the online summative assessment?**

The computer adaptive portion of the online test includes a wide variety of item types. As student's progress throughout a CAT, the computer program adjusts the difficulty of questions throughout the assessment based on their responses. For example, a student who answers a question correctly will receive a more challenging item, while an incorrect answer generates an easier question.

### **What is a Performance Task (PT) component on the online summative assessment?**

The PT is designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher order thinking skills to explore and analyze a complex, real world scenario. Prior to the PT, teachers or instructional staff conduct a Classroom Activity for all students to ensure that a lack of understanding of the context of the task does not interfere with a student's ability to address the content of the task.

### **What types of questions will be on the online summative assessment?**

Computer testing with these types of response options are new for many students.

#### **• SELECTED RESPONSE:**

- o Single Correct (traditional multiple choice) o Multiple Correct o Evidence Based Response:
  - Two-part multiple choice
    - Tell me the answer and then why is that answer correct
- o Have to get all questions correct to get it correct o Matching Tables o Yes/No o True/False
- o Select or order text or graphics
- o Complex drag and drop

#### **• CONSTRUCTED RESPONSE:**

- o Fill-In Tables o Graphing
- o Equation or numeric response o Short Text o Long Essay
- o Performance Tasks

### **Test scores will be reported late September**

This is the first year that public schools are being held accountable for fully implementing the Common Core Standards in English language arts and mathematics—and the first time that scores from tests aligned to those standards will be reported. Over the past few years, educators have been working to develop knowledge, skills, and new teaching repertoires to support the standards.

### **Thinking will be measured in four domains**

The new state assessment encourages thinking in four domains: **1)**

Recall and basic comprehension,

**2)** Application of concepts involving some mental processing,

**3)** Applications requiring more abstract thinking/reasoning and more complex inferences, **4)**

Extended analysis that requires synthesis and analysis across multiple contexts and nonroutine applications Questions that require abstract thinking, synthesis, and analysis will comprise 5060% of the new state assessments. This is a dramatic increase in rigor over past state assessments.

In short, we are expecting students to think and process information differently than in the past.

### **Proficiency levels are set high**

Oregon has set high proficiency levels on the new state assessments. Joseph Willhoft, one of the test project directors, says that “because the new content standards set higher expectations for students and the new tests are designed to assess student performance against these higher expectations, the bar has been raised.”

Based on projections from the 2014 Smarter Balanced field tests conducted in Oregon and 21 other states, it is likely that fewer students will score at the higher achievement levels on the new assessments, especially in the first few years. However, a drop in test scores doesn't mean students are sliding backwards or learning less. Rather, it gives us a more accurate measure of where students are on the path to success based on expectations that are designed to prepare them to compete nationally and globally. Educators and parents should see the results as a new start.

### **Results can't be compared to earlier state assessments**

The Smarter Balanced Assessment Consortium (SBAC) has replaced Oregon Assessment of Knowledge and Skills (OAKS) as the new state Standardized Testing and Reporting program.

***Assessment experts urge discretion when comparing performance on the new assessments with past OAKS Tests because the new assessments are measuring different content and skills.***

It is important to note that these scores cannot be compared to scores that your child previously received on the OAKS tests because this test is based on the new Common Core State Standards, SBAC involves different types of test questions, and will not be reported using the same OAKS reporting categories.

You can also click on the following links or go to the websites to explore Sample Test Questions SBAC items: <http://www.mesd.k12.or.us/Page/325> <http://www.smarterbalanced.org/practice-test/>

### **State assessments are just one measure**

Parents, teachers, and schools will receive reports from the new tests in Mid September with student data reported in two significant ways. In order to comply with the federally required No Child Left Behind Act, Oregon is required to provide both scale score results and achievement levels for students. These results should be looked at in context with other metrics—including local district assessments, report card grades, and portfolios of student work—to determine how well students are learning.

### **Test Construction & Reporting**

With the Common Core Standards for English language arts and mathematics, learning activities are organized and sequenced from grade to grade to build understanding for students. Success with standards at each grade level ensures that students are ready for the next grade, ultimately leading to readiness for college and careers. Smarter Balanced assessments are one tool that schools can use to gauge student learning relative to the Common Core Standards.

Each question on the new assessments is focused on one or more claims related to a student's understanding of English language arts or mathematics.

### **English Language Arts Claims**

- 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.

### **Mathematics Claims**

- Claim 1, Concepts and Procedures
  - Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- Claim 2, 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.
- Claim 3, Communicating Reasoning
  - Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
- Claim 4, Modeling and Data Analysis
  - Students can analyze complex, real world scenarios and can construct and use mathematical models to interpret and solve problems.

### **Performance Relative to Achievement levels & Overall Score Reports:**

Oregon is required to provide both scale score results and achievement levels for students. Score reports for teachers and parents will contain information on student performance relative to each of the English language arts and mathematics level. In addition, the reports will provide an overall score for student progress in English Language Arts and mathematics. This overall score will indicate the student's level of understanding in each content area.

—Level 1, Student demonstrates minimal understanding/ability

—Level 2, Student demonstrates partial understanding/ability

—Level 3, Student demonstrates adequate understanding/ability —Level

4, Student demonstrates thorough understanding/ability

Test officials encourage examination of these metrics in combination with other student performance information such as progress reports, local curriculum-based measures, and portfolios. Tony Alpert, an official from the Smarter Balanced Assessment Consortium, says that "...instructional decisions should not be exclusively based on end-of-year Smarter Balanced Consortium tests."

### **SBAC and Oregon Assessment Resource Information**

For more information related to student testing in Oregon and other Oregon assessment /SBAC resources , please click on the link to visit the Oregon Department of Education Website:

<http://www.ode.state.or.us/search/results/?id=169>