Smarter Balanced Assessment Results 2017-18

__Salem School__
__SBAC Results__
__2017-2018 SY__

Purposes of the State Summative Assessment

Useful for these Purposes:

- Accurately describe student achievement and growth as part of program evaluation and school, district, and state accountability systems

- Provide valid, reliable, and fair measures of students' progress/attainment of the knowledge and skills required to be college- and career-ready at the end of Grade 12

- Provide an annual snapshot of student achievement that should be used along with other information, such as class work and other tests, when making educational decisions

Purposes of the State Summative Assessment (continued)

Not Useful As:

- A sole measure of student achievement, program evaluation or school, district, and state accountability systems

- The sole source of guidance for curriculum or instruction. The Connecticut Core Standards provide the only needed blueprint for student learning. The Smarter Balanced Assessment is a global measure. "Teaching to the test" is never quality instruction and does not result in student engagement or genuine, long-lasting learning

Purposes of the State Summative Assessment (continued)

Not Useful As:

- A substitute for a wide variety of other relevant ways to assess student learning, such as:
  - classroom assessments
  - teacher observations
  - student work portfolios
  - universal screening
  - frequent progress monitoring
  - detailed diagnostic assessment or evaluation

Background Information on the Summative Assessment

- Aligned to the Connecticut Core Standards for English language arts and mathematics

- Administered in the last 12 weeks of school to students in Grades 3-8

- Designed as a global measure of student learning

- A major undertaking by a consortium of states, including Connecticut

- Test items developed by educators and assessment experts from consortium states, including the CSDE

Background Information on the Summative Assessment (continued)

- Utilizes computer adaptive testing which adjusts the test to each student by basing the difficulty of future questions on previous answers – results in more efficient testing

- Mathematics also includes a performance task that expects students to apply knowledge and skills to a complex task, and better measures depth of understanding, research skills, and the ability to analyze information

Background Information on the Summative Assessment (continued)

What is expected on the ELA Test?

Students will:

- Show they can read and understand a variety of complex, grade appropriate informational and literary texts

- Use evidence from source materials to support their ideas in written responses at every grade level

- Interpret and use information delivered orally to determine main ideas, summarize or analyze

Background Information on the Summative Assessment (continued)

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.

*For reporting purposes, Claim 2 (Writing) and Claim 4 (Research/Inquiry) are combined into one reporting category in Connecticut: Writing and Research/Inquiry."

Background Information on the Summative Assessment (continued)

What is expected on the Mathematics Test?

Students will:

- Explain and use mathematics to solve problems
- Complete math problems quickly and accurately
- Understand how math concepts link together
- Apply their mathematical knowledge to solve real-world problems
- Communicate their mathematical reasoning

Background Information on the Summative Assessment (continued)

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.

*For reporting purposes, Claims 2 and 4 are combined into one reporting category.

Scale Scores and Achievement Levels

- Scale scores are the basic unit of reporting
- They fall along a continuous vertical scale across grades and range from 2000 to 3000
- These scores can be used to illustrate students' current level of achievement and their growth over time
- When aggregated, they can also describe school- or district-level changes in performance or measure gaps in achievement among different groups of students

Scale Scores and Achievement Levels (continued)

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

Scale Scores and Achievement Levels (continued)

- Achievement level descriptors specify the knowledge and skills displayed by the students at a level

- Achievement levels are a familiar reporting feature

- Characterizing a student's achievement solely in terms of a "level" is an oversimplification

- Achievement levels will be less precise than scale scores for describing student gains over time or changes in achievement gaps among groups

- There is not a critical shift in student knowledge or understanding that occurs at a single cut score point

Scale Scores and Achievement Levels (continued)

- Students also receive a "performance category" for each area of knowledge and skills within a subject

- This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area

For example:

Areas of Knowledge and Skill	Performance
Reading	✓ Above Standard
Listening	═ At/Near Standard
Writing and Research/Inquiry	✓ Above Standard

Three Ways to Understand Change in Performance

	Achievement Change	"Rough Cohort" Change	Matched Student Cohort Growth
What is it? *How does it work?*	Compares student achievement across years (e.g., achievement of Grade 3 students in 2015-16 compared to the achievement of Grade 3 students in 2016-17)	Compares the achievement of a group of students from one grade in year 1 to a group of students in the next higher grade in year 2 (e.g., Grade 3 in 2015-16 to Grade 4 in 2016-17)	Compares the achievement of the **same student** from one grade in year 1 to the next higher grade in year 2 (e.g., student in Grade 3 in 2015-16 to Grade 4 in 2016-17)
Who is compared?	Different students across different years	Mostly the same students though there can be some mismatches due to student mobility, entry, and exit	The same students from one year to the next… no mismatches
What is measured?	Proficiency rate (e.g., percent at or above level 3) and/or average scale scores	Proficiency rate (e.g., percent at or above level 3) and/or average scale scores	The amount of growth to standard achieved by each student and groups of students
What does it offer?	The starting point for understanding change	A "rough estimate" of growth	The gold standard for growth and for understanding curricular and instructional effectiveness

The Results: ELA – All Students

Grade	Percent Scoring Level 3 and Above		Average Vertical Scale Score	
	2016-17	2017-18	2016-17	2017-18
3	83%	83%	83%	83%
4	74%	88%	74%	88%
5	79%	69%	79%	69%
6	89%	87%	89%	87%
7	74%	75%	74%	75%
8	80%	68%	80%	68%

The Results: Mathematics - All Students

Grade	Percent Scoring Level 3 and Above		Average Vertical Scale Score	
	2016-17	2017-18	2016-17	2017-18
3	92%	80%	92%	80%
4	79%	97%	79%	97%
5	63%	46%	63%	46%
6	69%	67%	69%	67%
7	59%	49%	59%	49%
8	60%	56%	60%	56%

Overall Results

Percentage Level 3 or 4	Math	ELA
Salem	63.8%	78.0%
East Lyme	65.7%	77.0%
State	46.7%	55.3%

In Closing