



Montana

Office of Public Instruction

Five Things You Must Know About

Smarter Balanced This Year

Assessment Unit | Teaching & Learning Division | Montana OPI

Location: Helena, Montana

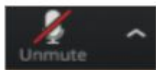
Zoom Information

Rename Yourself



1. Open "Participants"
2. Hover over your name
3. Click "Rename"
4. Type your name, your school, and grade level

Audio



1. Please remain muted unless speaking to avoid background noise. You can unmute yourself by clicking "Unmute" in the lower left-hand corner of the Zoom call.
2. You do not have to use audio if you do not have a microphone.

Video



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Objectives:

This session will outline the top five things you need to know about the Smarter Balanced assessments, we will transition into breakout rooms for peer-to-peer discussion and conclude with a whole group conversation on topics addressed in the breakout rooms.

Top Five

- 1) The Value of Data
- 2) Montana Adjusted Test Blueprint
- 3) A Balanced System of Assessments
- 4) Interpreting Data
- 5) Student Supports & Testing Behaviors

1.

The Value of Data in 2021

2021 Testing Challenges

Equity:

- Digital learning gap and access



Utility:

- How to use large scale test scores



Capacity:

- Logistics of testing remote learners



Domaleski & Marion, 2021, pp.

Montana's Response

1) Waivers

- i. 2020-21 strategic waivers for testing, accountability, and reporting flexibility



2) Montana Adjusted Test Blueprint

- i. Smarter Balanced



3) Extension of Testing Windows

- i. Extensions sought where possible



The Value of Data

Any data collected helps us to see the opportunity differences across student groups and schools. We can begin to quantify the impacts of the pandemic and identify areas of

“Even if test data is not available, collecting opportunity-to-learn data could provide important insights with regard to allocating future resources to the schools and students most in need (Domaleski & Marion, 2021)



2.

Montana Adjusted Test Blueprint

Purpose

- OPI has been considering a shortened blueprint under Cambium,
- Coronavirus pandemic hit us,
- Smarter Consortia offers a one-year shortened form in response to the impacts of the coronavirus,
- OPI conducts further research, and

2019 Testing Times

Grade	ELA (CAT + PT)	Mathematics (CAT + PT)	Total Time
3	3:06	1:48	4:54
4	2:55	1:45	4:40
5	3:00	2:07	5:07
6	3:04	2:09	5:13
7	2:45	1:40	4:25
8	2:33	1:46	4:19

Smarter Balanced Blueprint

Smarter Balanced Assessment Blueprint – ELA/Literacy Grades 3 - 5							
Claim	Content Category	Stimuli		Items		Total Items by Claim	
		CAT	PT	CAT	PT		
1. Reading	Literary	2	0	7-8	0	14-16	
	Informational	2	0	7-8	0		
2. Writing	Organization/Purpose	0	1a	5	1	11	
	Evidence/Elaboration	0		5			
	Conventions	0		5			
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9	
4. Research/Inquiry	Research	0	1b	6	2-3	8-9	
Smarter Balanced Assessment Blueprint – ELA/Literacy Grades 6 – 8							
1. Reading	Literary	1-2	0	4-7	0	13-17	
	Informational	2-3	0	9-10			
2. Writing	Organization/Purpose	0	1a	5	1	11	
	Evidence/Elaboration	0		5			
	Conventions	0		5			
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9	
4. Research/Inquiry	Research	0	1b	6	2-3	8-9	

Montana-Specific Blueprint

Grades 3-8					
	ELA CAT	ELA PT	Brief Write Items	Math CAT	Math PT
Montana-Adjusted Blueprint	X		X	X	X
Previous Blueprint	X	X		X	X

Examples:

- Interim Assessment Item Portal (IAIP)
- Practice Tests in the *Montana Testing Portal*

#1 - 26397

A student is writing a story about the world's most exciting roller coaster. Read the draft paragraphs from the story and complete the task that follows.

The friends had been saving their money all summer to buy tickets to the Crazy Critters amusement park. After washing dogs for parents, cutting grass for neighbors, and babysitting for little brothers and sisters, they had each earned enough for this magical day. Now, finally, they were hurrying along the main street past pony rides, bumper cars, and super slides. "Oh, wait guys," said Caren. "Can we please just get one of those delicious blue ice pops on our way? My stomach is growling like a grizzly bear!"

"No way!" answered Kyle. "We all agreed that the first thing we would do is ride the Rocket. Come on, we're almost there!"

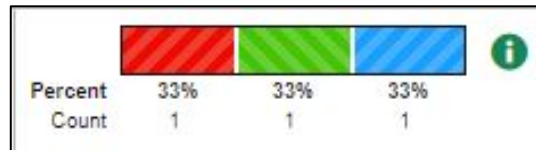
They rounded a corner, where a fresh-faced park employee begged them to play a "pop the balloon" game. He declared that surely one of them would win a giant stuffed lion, but the friends could hardly pause to listen.

And there it was, the Rocket, the world's greatest roller coaster!

In one or two paragraphs, continue the story by describing the roller coaster.

ELA Claims/Reporting

<i>Smarter Balanced English Language Arts/Literacy Claims</i>	
Overall Claim for Grades 3–8	Students can demonstrate progress toward college and career readiness in English language arts and literacy.
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 writing for a range of purposes and audiences.
Claim 3: Listening	Students can employ effective speaking and listening skills for a range of purposes and audiences.
*Claim 4: Research	Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

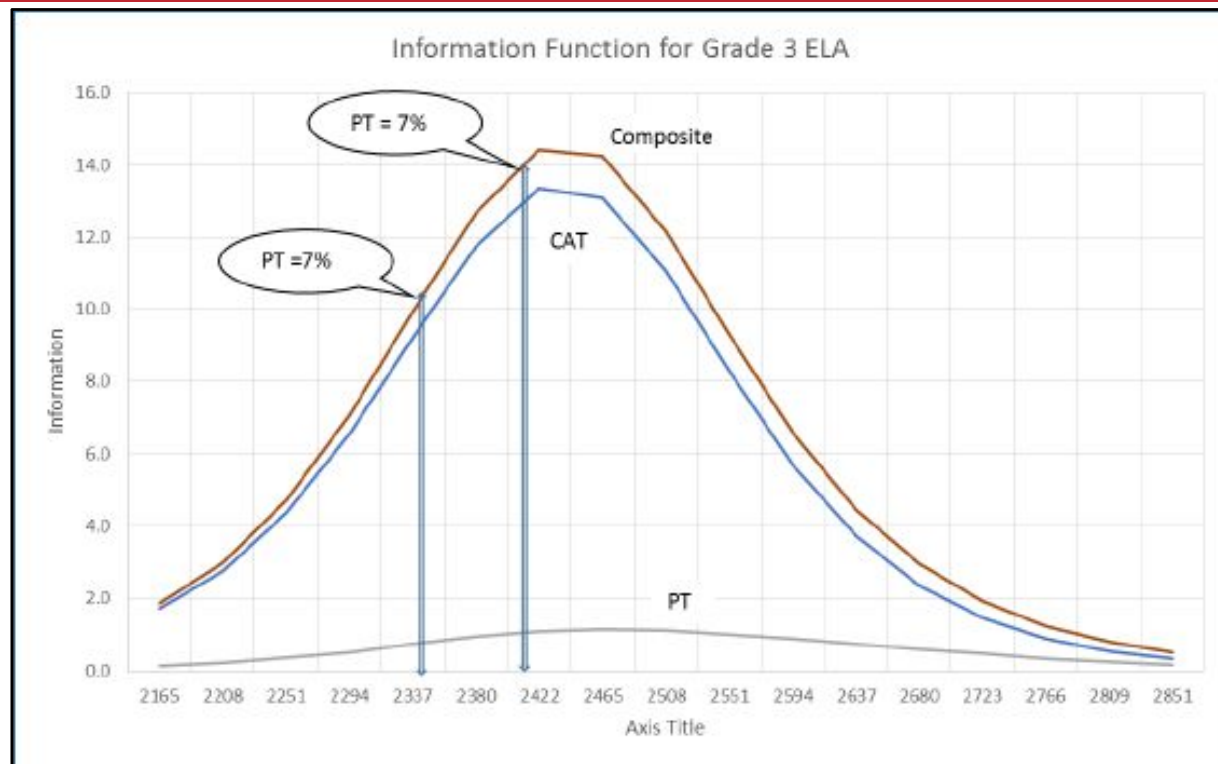


Montana's ELA Reporting Categories

Reading	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening	Students can employ effective speaking and listening skills for a range of purposes and audiences.
Writing and Research/Inquiry	Students can strengthen writing by revising, editing, and rewriting a range of text. Students can also analyze and integrate evidence-based information to support analysis and research.

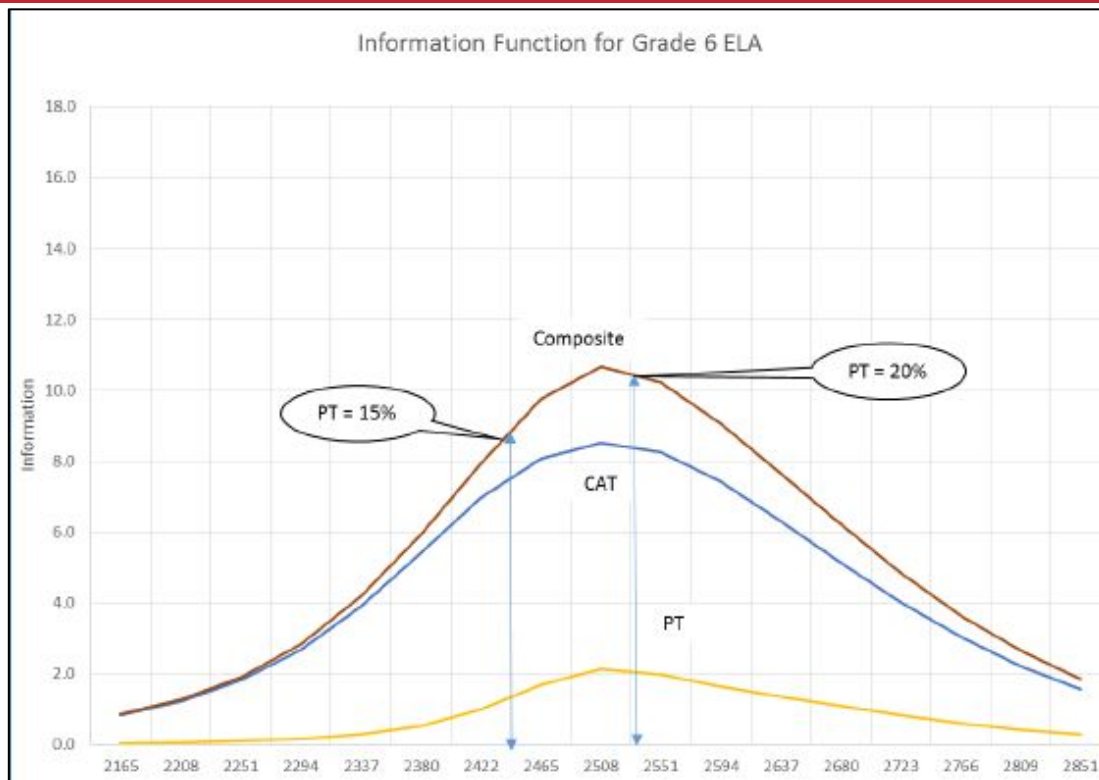
Reliability

Grade	CAT Only	Overall (CAT + PT)
3	0.905	0.914



Reliability

Grade	CAT Only	Overall (CAT + PT)
6	0.876	0.896



New Testing Time

Grade	ELA (CAT + Brief Writes)	Mathematics (CAT + PT)	Total Time
3	1:33	1:48	3:21
4	1:35	1:45	3:20
5	1:30	2:07	3:37
6	1:33	2:09	3:42
7	1:21	1:40	3:01
8	1:19	1:46	3:05

3.

**A Balanced
System of
Assessments**

Result of Shortened Forms

- State summative is like an annual physical
 - Ensures the promise of a high-quality education
 - Ensures education equity
 - One of multiple data points for districts
- Continuing demand for high expectations
 - Leaves curricular and instructional decisions to the experts – teachers and instructional

Assessment Model

Standards

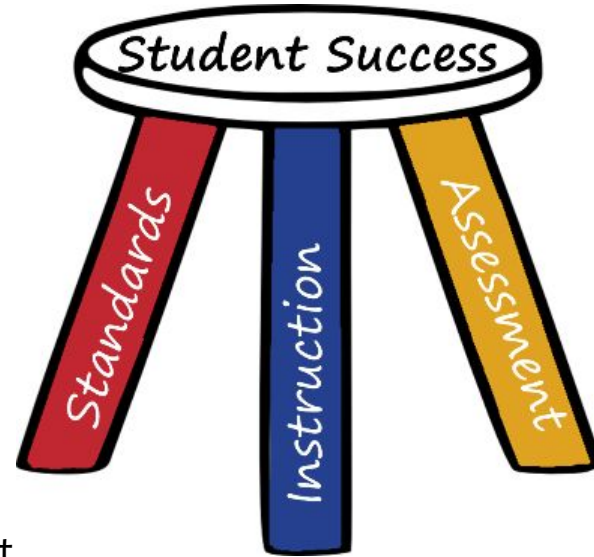
What students should know and be able to do.

Instruction

Strategies and resources used to ensure student progress towards standards.

Assessment

Gathering and evaluation of information about student learning to measure the effectiveness of the instructional program.



A Balanced System

System:

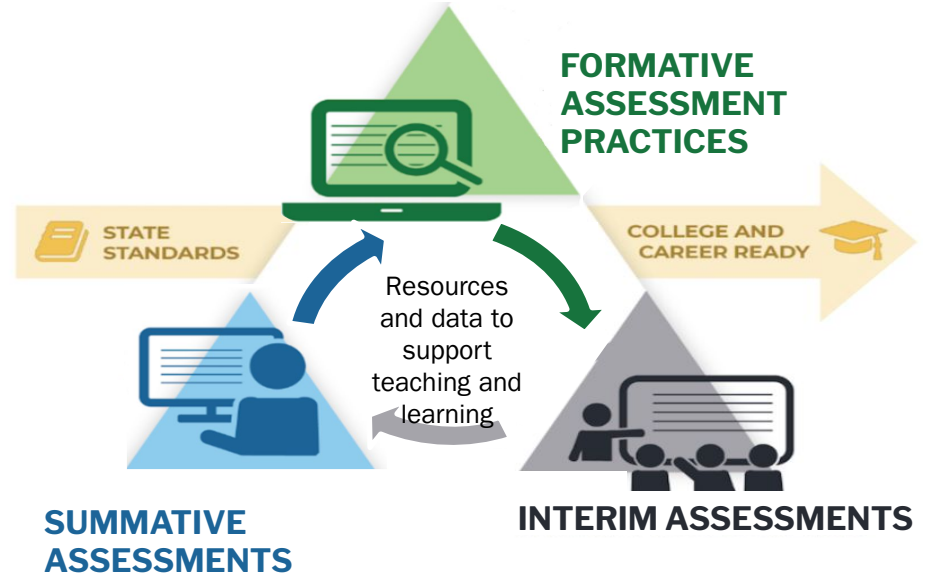
A coordinated process of ensuring curriculum, instruction, and assessments are part of a cohesive vision.

Coherence:

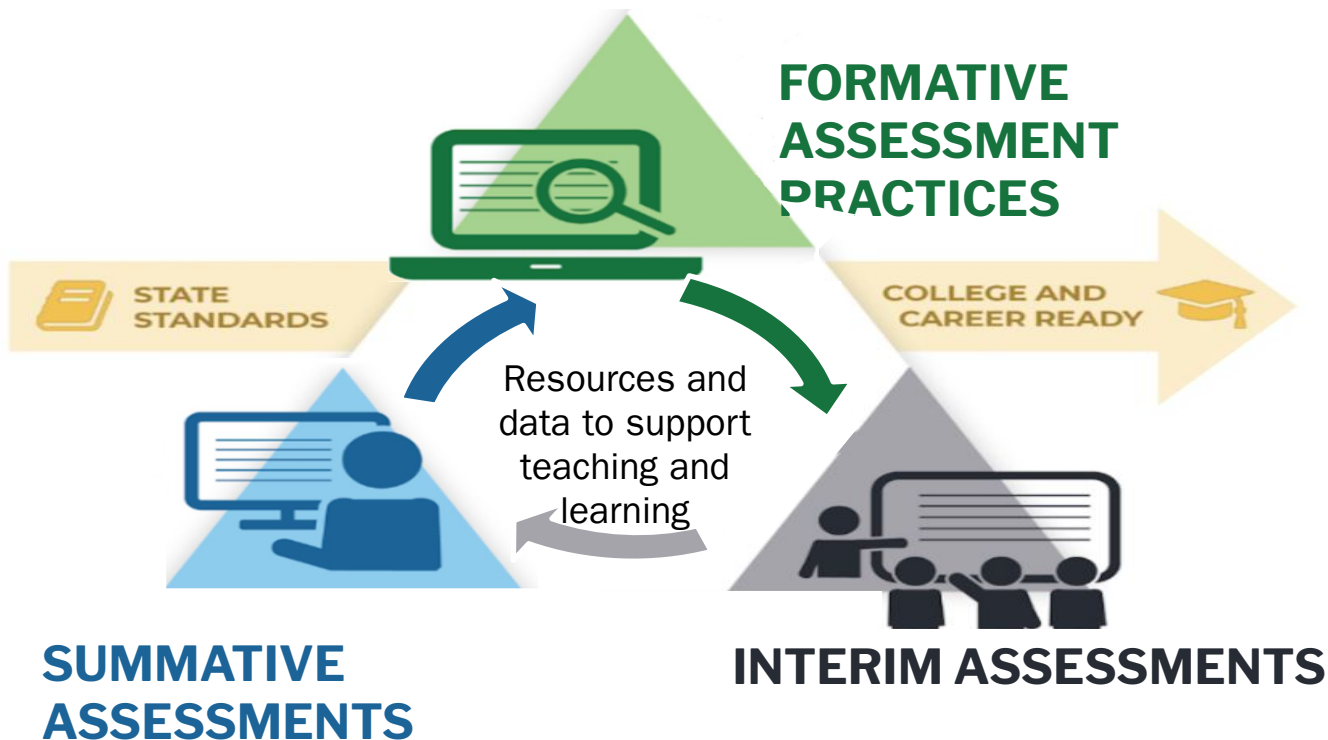
Curriculum, instruction, and assessments are aligned to one set of learning expectations.

Balance:

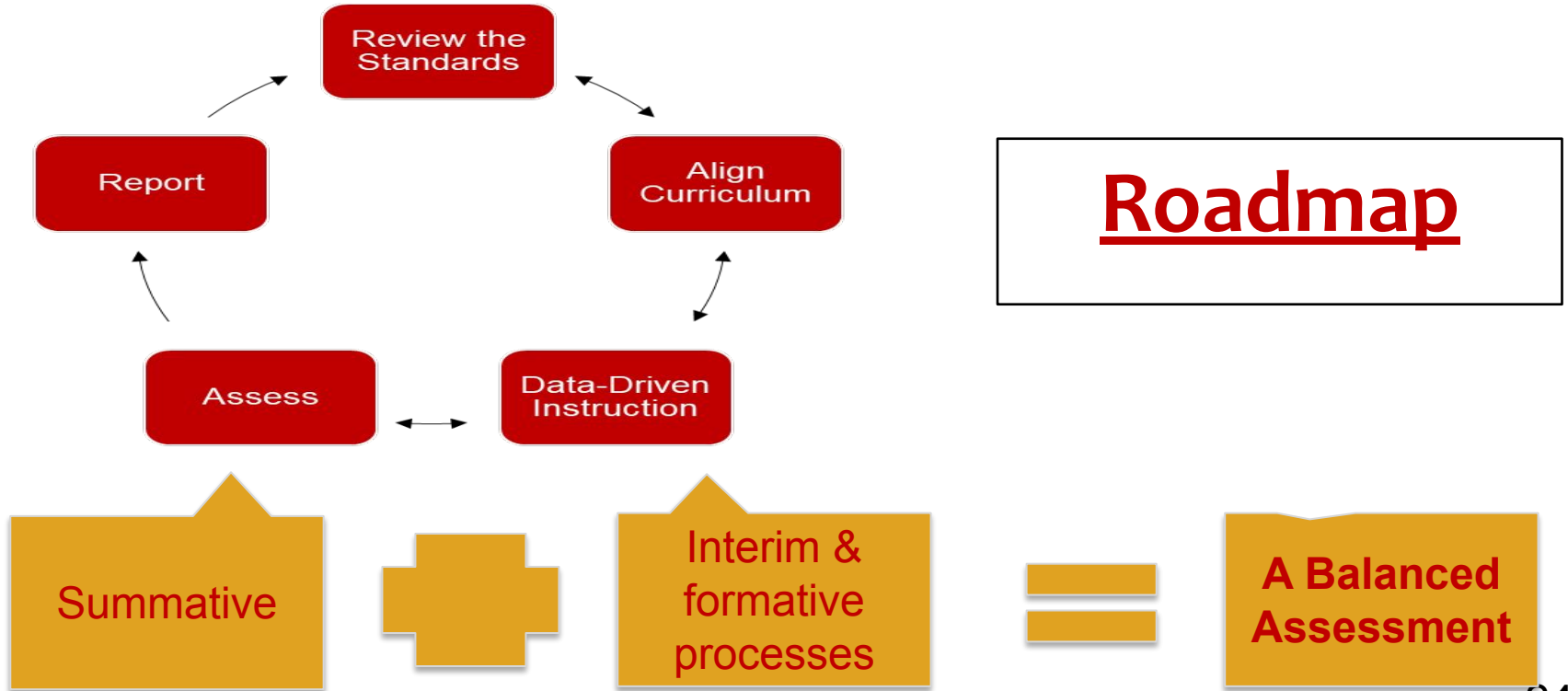
Various assessments are used for different purposes, at different times, and fulfill different data needs



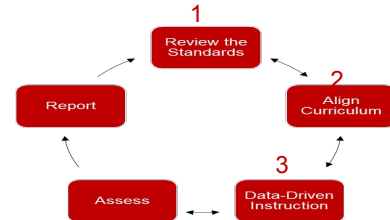
Balanced Assessments



The Instructional Cycle



Data-Driven Instruction



A.R.M. 10.56.101 “A balanced assessment system is structured to continuously improve teaching and learning...” by including the use of formative and interim assessments



Interim Assessments

Smarter Balanced interims allow educators to check student progress throughout the year by providing actionable feedback.

1. Interim Comprehensive Assessments (ICA)
2. Interim Assessment Block (IAB)
3. Focused Interim Assessment Block (FIAB)



Formative Practices

Tools for Teachers holds teacher created lesson plans aligned to Montana’s Content Standards as well as

1. Connections Playlist,
 2. Embedded formative strategies, and
- Accessibility instructional strategies.

SmART

4.

Interpreting Data

State/District Score Reports

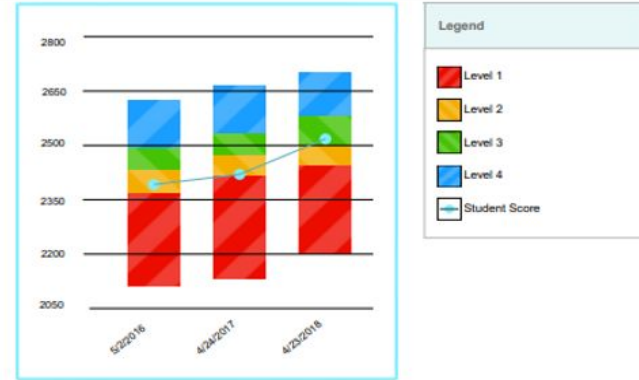
State/district reports will remain the same.

- Claim level scores
- Target level scores

Your Child's Progress

Longitudinal Trend Chart Information

The chart below reports your child's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your child's score and indicates whether he or she met the standards that year.



Your Child's Progress

Date	Test Reason	Test Label	Scale Score	Performance Level
5/2/2016 12:00:00 AM	Spring 2016	Smarter Summative ELA/Literacy Grade 3	2392	Level 2
4/24/2017 12:00:00 AM	Spring 2017	Smarter Summative ELA/Literacy Grade 4	2420	Level 2
4/23/2018 12:00:00 AM	Spring 2018	Smarter Summative ELA/Literacy Grade 5	2518	Level 3

Individual Student Reports

Reporting Individual Student Report

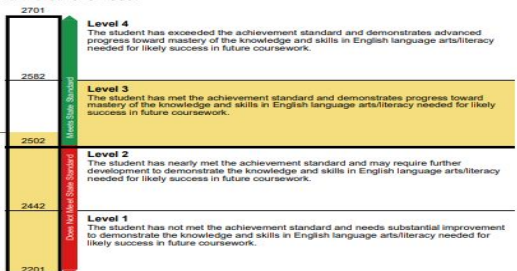
Smarter Summative ELA/Literacy Grade 5 2017-2018

Student ID: [REDACTED] Student DOB: [REDACTED] Enrolled Grade: [REDACTED] Public Schools School

Date Taken: 4/23/2018

Achievement Level: Level 3 Scale Score: 2518±24

How Did Your Child Do on the Test?



Score
2518 ±24

Level 4
The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

Level 3
The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

Level 2
The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

Level 1
The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

How Does Your Child's Score Compare?

Name	Average Scale Score
Montana	2502
[REDACTED] Public Schools	2523
[REDACTED] School	2523

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (±10) indicates a score range between 2290 and 2310.

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- Overall score
- Claim score
- Target level scores are not on the ISR
- Emphasis on multiple measures of data

Opportunity to Learn (OTL)

Shift focus to individual opportunity-to-learn.
What do each of these items look like in your district?

- Remote v. in-person learning
- Access to materials
- Accessibility
- Score reports/Families



5.

**Student Supports
& Testing
Behaviors**

Test Setting Rollover

Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Periodic Table, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded

Color Contrast, Illustration Glossaries, Masking, Mouse Pointer, Streamline, Text-to-speech, Translated Test Directions, Translations (Glossary) Translations (Stacked or Toggle), Turn off Any Universal Tools

Non-embedded

Amplification, Bilingual Dictionary, Color Contrast, Color Overlays, Illustration Glossaries, Magnification, Medical Supports, Noise Buffers, Read Aloud, Read Aloud in Spanish, Scribe, Separate Setting, Simplified Test Directions, Translated Test Directions, Translations (Glossary)

Accommodations

Embedded

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

Non-embedded

100's number table, Abacus, Alternate Response Options, Braille, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text, Word Prediction

Montana Study

Findings:

- Few pauses during participation in statewide tests.



2019 ELA Testing Times

	State 1	
Grade	Avg	80th
3	4:25	6:00
4	4:47	6:28
5	4:42	6:14
6	4:16	5:38
7	3:48	4:57
8	3:48	5:02

Montana	
Avg	80th
3:06	4:12
2:55	3:56
3:00	3:56
3:04	3:59
2:45	3:37
2:33	3:23

- Testing times compared on average and at 80th percentile for time.
- 2018-19 Summative Assessment

2019 Math Testing Times

Grade	State 1		MT	
	Avg	80th	Avg	80th
3	2:40	3:34	1:48	2:22
4	2:54	3:54	1:45	2:17
5	3:18	4:23	2:07	2:48
6	2:51	3:40	2:09	2:45
7	2:18	3:01	1:40	2:09
8	2:35	3:23	1:46	2:16

- Testing times compared on average and at 80th percentile for time.
- 2018-19 Summative Assessment

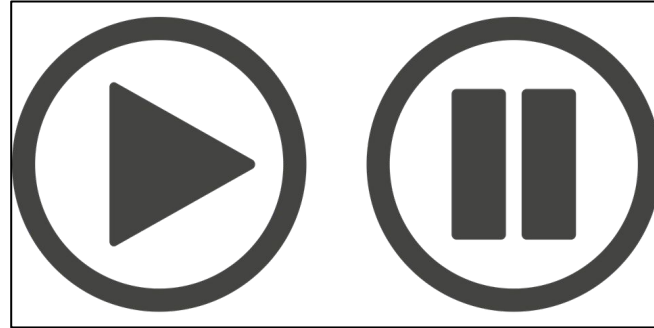
2019 Montana Testing Behavior

As determined by intended/inactivity pauses during testing in ELA

Grade	State 1			Montana		
	No Pause	One or More pauses	% Inactivity Pauses	No Pause	One or More pauses	% Inactivity Pauses
3	5%	95%	8%	22%	78%	10%
4	4%	96%	8%	30%	70%	9%
5	5%	95%	6%	27%	73%	8%
6	16%	84%	7%	30%	70%	8%
7	19%	81%	6%	33%	67%	7%
8	18%	82%	8%	35%	65%	7%

Best Practices

- Pausing during a test reduces student testing fatigue, and
- Increases the reliability and validity of a test.



Top Five

- 1) The Value of Data
- 2) Montana Adjusted Test Blueprint
- 3) A Balanced System of Assessments
- 4) Interpreting Data
- 5) Student Supports & Testing Behaviors

Peer-to-Peer Discussions

zoom
BREAKOUT ROOMS

- 1) *What questions arise?*
- 2) *Which of the five areas are you most excited to implement?*



Whole Group Discussion



End of Session

The session is now over.

- ❖ Use the Interactive Schedule to select your next session.
 - You will be placed in the waiting room until the start of the next session.
- ❖ Complete the session evaluation.
- ❖ Ask Questions at the Help Desk
- ❖ Join the “networking room”!



End of Session

Thank you attending this session!

Please complete the session evaluation form to receive renewal units. Thank you in advance for your feedback!



[Interactive
Schedule](#)

You can find the Session Evaluation Form:

- ❖ Shared in the chat
- ❖ Linked to the session page from the interactive schedule

Thank-You

OPI Assessment Help Desk

Montana Office of Public Instruction

Phone: 844-867-2569

E-mail:

OPIAssessmentHelpDesk@mt.gov

Reference List

Connecticut State Department of Education. (2016, March). Rightsizing the Smarter Balanced English Language Arts (ELA) Assessment for Connecticut. Connecticut: CSDOE.

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www.knowledgeworks.org and www.nciea.org.