

STATE ASSESSMENT RESULTS 2015

Report to the Mansfield Board of Education

October 8, 2015

Kelly M. Lyman

Superintendent

Smarter Balanced Assessment

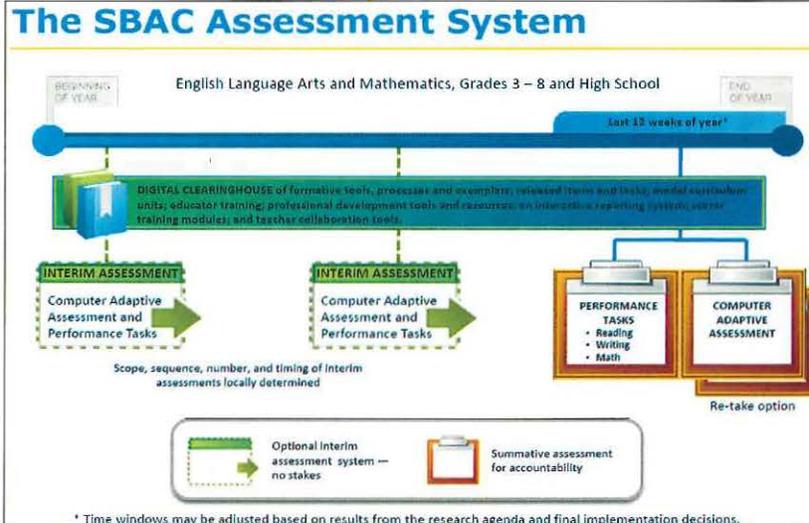
Required by Federal and State Law

- Grades 3-8
- Smarter Balanced Assessment: English/Language Arts and Math
- CT Mastery Test: Science (grade 5 and 8 only)

Assessment Purposes

- Measure of student progress/attainment of skills needed to be college and career ready (measures new State standards)
- Evaluate school and district programs
- Provides a snapshot and should be used with other assessments and samples of student work to make educational decisions

Smarter Balanced Assessment System



SMARTER BALANCED ASSESSMENT

What's Different About These Tests?

1. The new tests go beyond a paper-and-pencil test.
2. Computer-Based Tests have:
 - **Interactive test items:** i.e., matching, complete a table with missing information, click and drag (includes use of multi-media)
 - **Accessibility features and supports:** built-in accommodations aligned to the student's Individualized Education Program (IEP)
 - **Computer Adaptive Test:** Questions adjust to each student's ability

SMARTER BALANCED ASSESSMENT

3. Smarter Balanced Assessments include two sections that are each taken online:

Computer Adaptive Test

- Short-answer, multiple-choice questions and interactive test items
- Questions adjust to each student's ability

Performance Task

- Longer multi-step questions, including essays
- Approx. 90 minutes to complete
- Includes a classroom pre-lesson
- Measures depth of understanding, research skills, ability to analyze information

6

SMARTER BALANCED ASSESSMENT

What Do the English Language Arts/Literacy Tests Measure?

- Can students **read closely** to understand different types of texts?
- Can students **write effectively** for multiple purposes and audiences?
- Can students **listen effectively** for different purposes?
- Can students use **research skills** to investigate topics, and analyze, integrate, and present information?

6

SMARTER BALANCED ASSESSMENT

Example of Smarter Balanced Assessment
Grade 7 ELA

You have read several sources about the production of pennies in the United States. Using your sources, write a multi-paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish a claim, address counterarguments, and support your claim with evidence from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.



SMARTER BALANCED ASSESSMENT

What Do the Mathematics Tests Measure?

- Can students explain and use math **concepts** to solve problems?
- Can students solve math problems using their knowledge of concepts and **problem solving** strategies?
- Can students **explain, justify, illustrate, or defend** their reasoning about a solution to a problem and be able to look at other solutions to do the same?
- Can students solve problems by using math **models** to represent a situation and interpret information from the problem to solve the problem?

SMARTER BALANCED ASSESSMENT

Example from Smarter Balanced Assessment
Grade 5 Math

17

Drag one number into each box to create a fraction that correctly completes each statement.

0	$4 \times \frac{\square}{\square} < 4$
1	
2	
3	
4	
5	
6	$4 \times \frac{\square}{\square} = 4$
7	
8	
9	$4 \times \frac{\square}{\square} > 4$

9

Smarter Balanced: ELA Results Reported as:

- Overall Claim for Grades 3-8 – Students can demonstrate progress toward college and career readiness in ELA/literacy.
- Overall Claim for Grade 11 – Students can demonstrate college and career readiness in ELA/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 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.

10

Smarter Balanced: Math Results Reported as:

- Overall Claim for Grades 3-8 – Students can demonstrate progress toward college and career readiness in mathematics.
- Overall Claim for Grade 11 – Students can demonstrate college and career readiness in mathematics.
- 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.

33

Smarter Balanced Scoring

- **Level 1 = Does not meet the achievement level**
- **Level 2 = Approaching the achievement level expected**
- **Level 3 = Meets the achievement level expected**
- **Level 4 = Exceeds the achievement level expected**
- ***Note: These achievement levels have absolutely no relationship to CMT/CAPT achievement levels used previously.***

Scoring continued

- Students also receive a “performance indicator” 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
Writing	At/Near Standard
Listening	Below Standard
Research/Inquiry	At/Near Standard

PARENT REPORT

CSDE CONNECTICUT DEPARTMENT OF EDUCATION

Student Name: **Jacqueline Doe**
 Grade: **08** School: **Demo Middle School**
 Date of Birth: **06/28/2002** District: **Demo District**
 SASID: **123456789** Test Date: **Spring 2015**

Overall Results
 Jacqueline scored at Level 3 on the English language arts literacy test and scored at Level 2 on the Mathematics test.

ELA Literacy	Mathematics
Level 1	Level 1
Level 2	Level 2
Level 3	Level 3
Level 4	Level 4

ELA Literacy Results
 Jacqueline met the achievement level for English language arts and history expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts and history knowledge and skills. Students performing at this level are on track for their success in high school and college coursework or career training.

Student Score	School Average	District Average
2432	2392	2372

Level 1 Score Range	Level 2 Score Range	Level 3 Score Range	Level 4 Score Range
2238 - 2289	2290 - 2341	2342 - 2393	2394 - 2445

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jacqueline would receive a score between 2342 and 2403.

Area of Knowledge and Skill	Performance
Reading	Above Standard
Writing	At/Near Standard
Listening	Below Standard
Research/Inquiry	At/Near Standard

Mathematics Results
 Jacqueline has nearly met the achievement level for Mathematics expected for this grade. Students performing at this level receive further development toward mastery of Mathematics knowledge and skills. Students performing at this level will likely need support to get on track for success in high school and college coursework or career training.

Student Score	School Average	District Average
2372	2392	2372

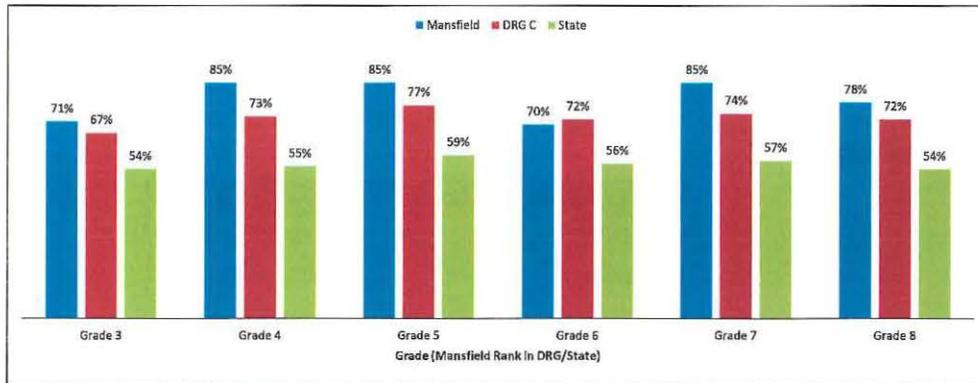
Level 1 Score Range	Level 2 Score Range	Level 3 Score Range	Level 4 Score Range
2280 - 2331	2332 - 2383	2384 - 2435	2436 - 2487

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jacqueline would receive a score between 2372 and 2392.

Area of Knowledge and Skill	Performance
Concepts and Procedures	Above Standard
Problem Solving and Modeling & Data Analysis	Below Standard
Communicating Reasoning	At/Near Standard

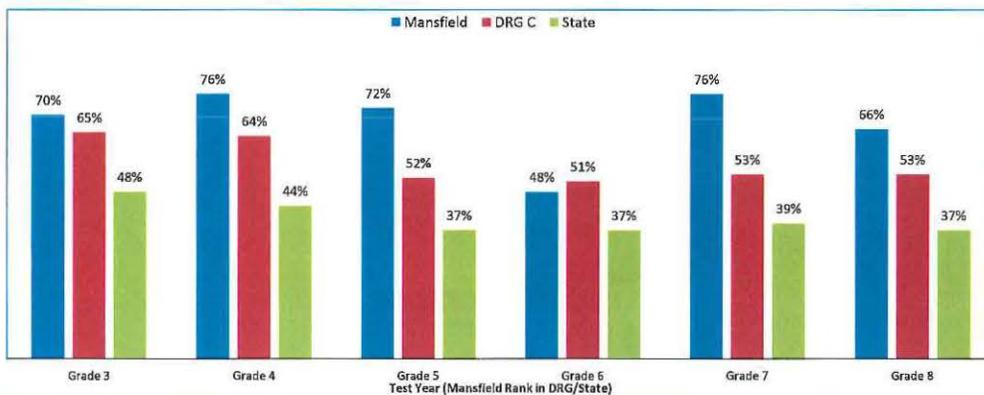
English/Language Arts: Percentage of Students Meeting or Exceeding Achievement Level

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mansfield	71%	85%	85%	70%	85%	78%
DRG C	67%	73%	77%	72%	74%	72%
State	54%	55%	59%	56%	57%	54%



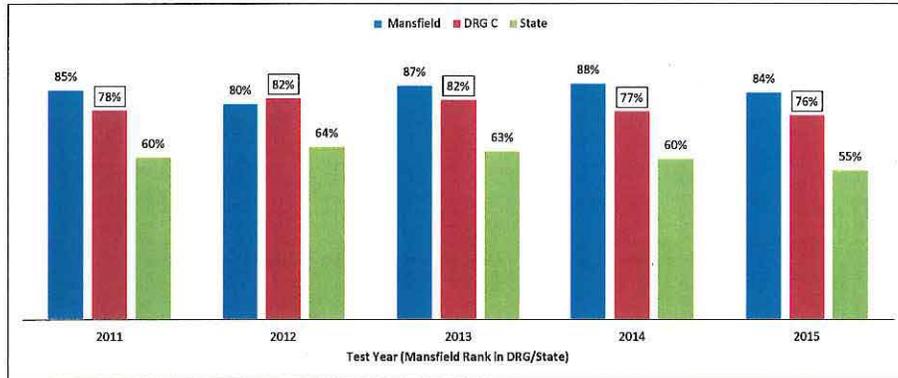
Mathematics: Percentage of Students Meeting or Exceeding Achievement Level

District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mansfield	70%	76%	72%	48%	76%	66%
DRG C	65%	64%	52%	51%	53%	53%
State	48%	44%	37%	37%	39%	37%



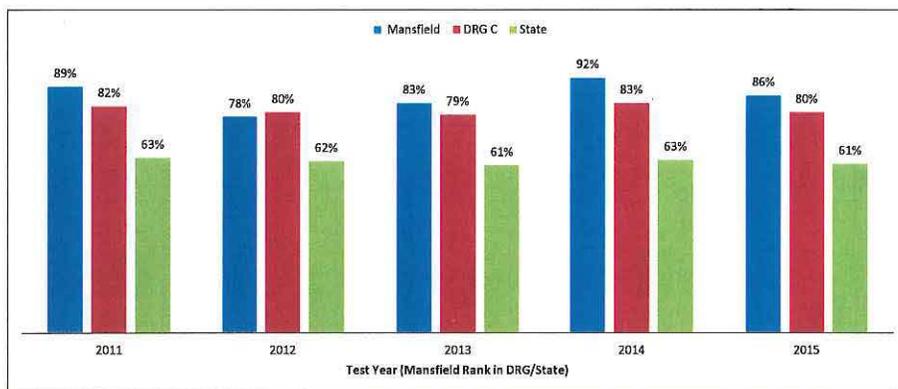
CMT Science, Grade 5: Percentage of Students Meeting or Exceeding Achievement

District	2011	2012	2013	2014	2015
Mansfield	85%	80%	87%	88%	84%
DRG C	78%	82%	82%	77%	76%
State	60%	64%	63%	60%	55%



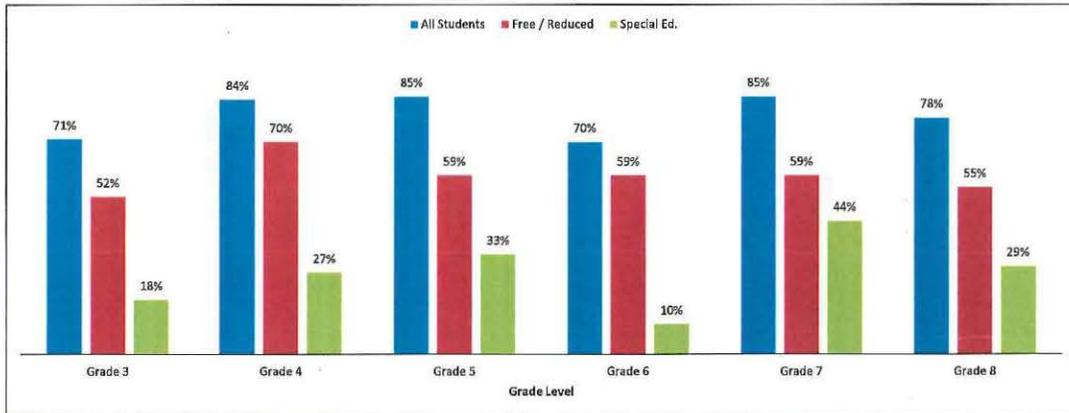
CMT Science, Grade 8: Percentage of Students Meeting or Exceeding Achievement

District	2011	2012	2013	2014	2015
Mansfield	89%	78%	83%	92%	88%
DRG C	82%	80%	79%	83%	80%
State	63%	62%	61%	63%	61%



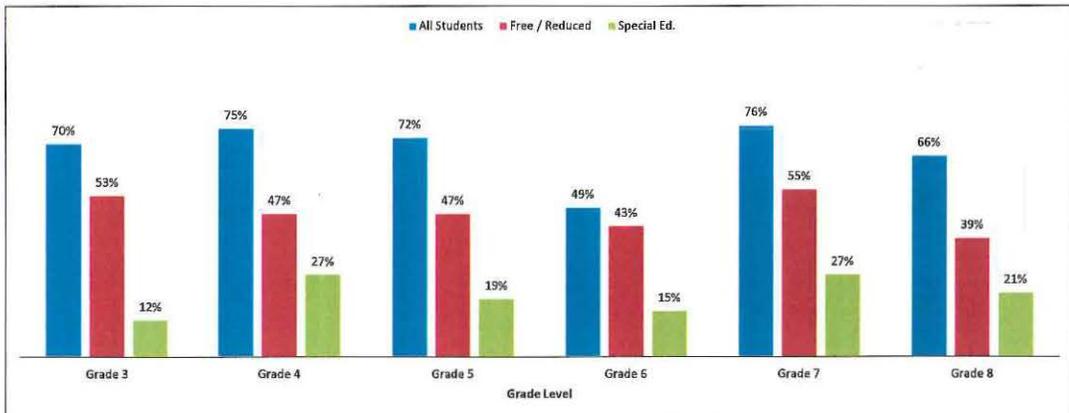
English/ Language Arts, Subgroups: Percentage of Students Meeting or Exceeding Achievement

Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	71%	84%	85%	70%	85%	78%
Free / Reduced	52%	70%	59%	59%	59%	55%
Special Ed.	18%	27%	33%	10%	44%	29%



Mathematics, Subgroups: Percentage of Students Meeting or Exceeding Achievement

Students	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	70%	75%	72%	49%	76%	66%
Free / Reduced	53%	47%	47%	43%	55%	39%
Special Ed.	12%	27%	19%	15%	27%	21%



Conclusions

- Students demonstrated high levels of understanding and skill in both English/Language Arts and Mathematics
- Mansfield students outperformed students in many other like communities
- Students who qualify for special education or Free and Reduced price meals do not perform as well as students who do not qualify in these areas
- Administrators and teachers are beginning to “drill down” through the data to gather more information which can inform instruction
- Smarter Balanced results are being compared to other measures of student achievement (ex. STAR Assessments, DRA, writing assessments, math unit assessments) to get a more complete picture of student performance