SMARTER BALANCED ASSESSMENTS:
OVERVIEW, PRACTICE TESTS & DIGITAL RESOURCE LIBRARY

Dan King & Tamara Smith, OESD 114 Literacy & Math Coordinators
What, How & Why

Respond to each of the prompts on the corresponding post-it color:

**What** have you noticed about the shifts in the Common Core Math and ELA Standards?

**How** has the shift impacted your instruction in the classroom?

**Why** Common Core?
Walk-about Swap Meet

Walk around the room with your 3 notes and conduct standing one-on-one conversations, as follows:

- Meet eyes, make brief one-sentence introductions.
- Share one of your stem completions.
- Trade the note you shared.
- Repeat with two other people for the remaining two post-its.
- When time is up, return to your table with your 3 new Post-its.
At your table:

- Share your Post-its.
- Identify themes and patterns.
- Prepare to share a theme (or a really significant post-it) with whole group.
How do we get from here...

Common Core State Standards specify K-12 expectations for college and career readiness

...to here?

All students leave high school college and career ready

...and what can an assessment system do to help?
Agenda

- Overview of the Smarter Balanced Assessment
- Claims, Targets, Item Types & Depth of Knowledge
- Sample & Practice Test Review
- Deconstruction of a Performance Task
- Formative Assessment & Digital Library Resources
Goals

- I can articulate how the Smarter Balanced Assessment (SBAC) is different than past assessments

- I can name the types of items that are a part of SBAC and how Depth of Knowledge is related

- I can identify implications for my instruction, planning, and resources to support

- I am aware of the resources provided in the SBAC Digital Library and how I will be able to access it
Norms for Today

- We observe scheduled start and stop times.
- We respect one another and are present in the learning (demonstrated by active participation and contribution).
- We avoid sidebar conversations.
- We direct computer/device usage to support learning.
- We actively listen and ask clarifying questions.
- We honor divergent thinking and assume positive intentions.
- We are flexible and adaptable.
- We are committed to building relationships in order to better support teachers and students across our region.
- We have fun!
OVERVIEW OF THE SMARTER BALANCED ASSESSMENT SYSTEM
WA CCSS Implementation Timeline

Phase 1: CCSS Exploration

Phase 2: Build Awareness & Begin Building Statewide Capacity

Phase 3: Build State & District Capacity and Classroom Transitions

Phase 4: Statewide Application and Assessment

Ongoing: Statewide Coordination and Collaboration to Support Implementation
Common Core States and Territories

- Forty-three states
- District of Columbia
- Four U.S. Territories
- Department of Defense Education Activity (DoDEA)
Smarter Balanced Assessment
Consortium of States

- 28 states representing 44% of K-12 students
- 21 governing, 7 advisory states
- Washington is a governing state
“Not just another test”… Smarter Balanced is being built by states for states

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Preparation</strong>&lt;br&gt;Preparing your students for a changing world</td>
</tr>
<tr>
<td>2</td>
<td><strong>Support</strong>&lt;br&gt;Supporting teachers with a suite of resources</td>
</tr>
<tr>
<td>3</td>
<td><strong>Connecting</strong>&lt;br&gt;Connecting learning to life after high school</td>
</tr>
<tr>
<td>4</td>
<td><strong>Provide</strong>&lt;br&gt;Providing information to guide student growth</td>
</tr>
<tr>
<td>5</td>
<td><strong>Keep</strong>&lt;br&gt;Keeping educators in the driver’s seat</td>
</tr>
</tbody>
</table>
SBAC Balanced Assessment System

Common Core State Standards specify K-12 expectations for college and career readiness

Summative assessments
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Teacher resources for formative assessment practices to improve instruction

Interim assessments
Flexible, open, used for actionable feedback

All students leave high school college and career ready
DIGITAL LIBRARY of formative tools, processes and exemplars; released items and tasks; model curriculum units; educator training; professional development tools and resources; practice tests; scorer training modules; and teacher collaboration tools.
## Computer Adaptive Testing

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faster Results</strong></td>
<td>• Turnaround in weeks compared to months</td>
</tr>
<tr>
<td><strong>Shorter Test Length</strong></td>
<td>• Fewer questions compared to fixed form tests</td>
</tr>
<tr>
<td><strong>Increased Precision</strong></td>
<td>• Provides accurate measurements of student growth over time</td>
</tr>
<tr>
<td><strong>Tailored to Student Ability</strong></td>
<td>• Item difficulty based on student performance</td>
</tr>
<tr>
<td><strong>Greater Security</strong></td>
<td>• Larger item banks mean that not all students receive the same questions</td>
</tr>
</tbody>
</table>
Digital Natives
Languages and Accommodations

These tests will be more accessible to all students.
# Summative Assessments in 2014–15

<table>
<thead>
<tr>
<th>Grade</th>
<th>English/LA</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>SBAC</td>
<td>SBAC</td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>SBAC</td>
<td>SBAC</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>SBAC</td>
<td>SBAC</td>
<td>MSP</td>
</tr>
<tr>
<td>Grade 6</td>
<td>SBAC</td>
<td>SBAC</td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>SBAC</td>
<td>SBAC</td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>SBAC</td>
<td>SBAC</td>
<td>MSP</td>
</tr>
<tr>
<td>Grade 10</td>
<td>ELA using SBAC items</td>
<td>EOCs using SBAC items</td>
<td>EOC</td>
</tr>
<tr>
<td>Grade 11</td>
<td>SBAC</td>
<td>SBAC</td>
<td></td>
</tr>
</tbody>
</table>

SBAC = SMARTER Balanced Assessment Consortium  
EOCs = End of Course exams
Differences & Similarities

Share with an elbow partner:

MSP

SBAC
CLAIMS, TARGETS, ITEM TYPES & DEPTH OF KNOWLEDGE (DOK)
SBAC Evidence Centered Design

- Common Core State Standards
- Claims – Content Specifications
- Assessment Targets/Item Specifications
- Items & Performance Tasks
Big Shifts in the ELA CCSS

1. Building content knowledge through **content-rich nonfiction**

2. Reading, writing, and speaking grounded in evidence from **text**, both literary and informational

3. Regular practice with **complex text** and its **academic language**
Big Shifts in the Math CCSS

1. **Focus** strongly where the Standards Focus

2. **Coherence:** Think across grades and **link** to major topics within grades

3. **Rigor:** In major topic, pursue **conceptual understand**, procedural skill and **fluency**, and **application** with equal intensity
# CCSS Implications for Assessment

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing only on reading skills</td>
<td>Focusing on complexity of what students can read too</td>
</tr>
<tr>
<td>Students moving quickly through a text</td>
<td>Students taking time to read and reread, study, and ponder</td>
</tr>
<tr>
<td>Assessing literary terminology</td>
<td>Assessing academic vocabulary</td>
</tr>
<tr>
<td>Mostly assessing through SR items that do not require specific reference to textual evidence</td>
<td>Assessing through range of items that require students to draw evidence from text; use CR items to require a variety of complex performances</td>
</tr>
<tr>
<td>Mainly writing to de-contextualized prompts</td>
<td>Focusing on text-based writing prompts (arguments and informative essays)</td>
</tr>
<tr>
<td>Measuring ELA only</td>
<td>Measuring literacy across disciplines</td>
</tr>
</tbody>
</table>
**Key Structural Features of the CCSSM**

**Implications for Assessment**

<table>
<thead>
<tr>
<th>The Standards are not flat - <strong>not all content is emphasized equally.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Standards are not a sum of parts - <strong>all levels of the hierarchy have been designed to function as content.</strong></td>
</tr>
<tr>
<td>The Standards are not a grab-bag of topics – the Standards define specific learning progressions.</td>
</tr>
<tr>
<td>The content standards aren’t the only standards - <strong>Mathematical practices must be connected to content.</strong></td>
</tr>
</tbody>
</table>
## Priorities in Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–2</td>
<td>Addition and subtraction, measurement using whole number quantities</td>
</tr>
<tr>
<td>3–5</td>
<td>Multiplication and division of whole numbers and fractions</td>
</tr>
<tr>
<td>6</td>
<td>Ratios and proportional reasoning; early expressions and equations</td>
</tr>
<tr>
<td>7</td>
<td>Ratios and proportional reasoning; arithmetic of rational numbers</td>
</tr>
<tr>
<td>8</td>
<td>Linear algebra</td>
</tr>
</tbody>
</table>
What research says about effective classrooms

- The **activity** centers on *mathematical understanding, invention, and sense-making* by all students.

- The **culture** is one in which *inquiry, wrong answers, personal challenge, collaboration, and disequilibrium* provide opportunities for mathematics learning by all students.

- The **tasks** in which students engage are *mathematically worthwhile* for all students.

- A **teacher’s** deep knowledge of the mathematics content she/he teaches and the trajectory of that content enables the teacher to support important, long-lasting student understanding.
This is important because…

**Task Predicts Performance**

Elevate the cognitive demand of the task, and you elevate the students’ performance.
Standards for Mathematical practices

- Describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- Rest on important processes and proficiencies with longstanding importance in mathematics education.
Standards for Mathematical Practice

Grouping the practice standards

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Reasoning and explaining

Modeling and using tools

Seeing structure and generalizing
Assessment Claims

Broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessments. At each grade level within mathematics and ELA/literacy, there is one overall claim encompassing the entire content area and four specific content claims. Students will receive a score on each overall claim and scores for the specific content claims. ~NRC (2001)
Assessment Claims for ELA

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.”
Assessment Claims for 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.”
Prioritize your curriculum, in relation to these claims, with 1 being the strongest area and 4 being the least strong.

- Go to the claim representing your strength – have a conversation with your colleagues why you feel this is an area of strength.
- Identify commonalities and be ready to share
Assessment targets identify the kinds of evidence that would be sufficient to support the claims.
Target A [m]: Use the four operations with whole numbers to solve problems. (DOK 1, 2)

Tasks for this target will require students to use the four operations to solve straightforward, one-step contextual word problems in situations involving equal groups, arrays, and finding an unknown number, including problems where the remainder must be interpreted. Some of these tasks will draw on contexts in 4.MD Target I using measurement quantities such as time, liquid volume, and masses/weights of objects, and money (with decimal representations limited to those described in standards 4.NF.6 and 4.NF.7).
Break – 15 min.
The Common Core State Standards require high-level cognitive demand, such as requiring students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. For each Assessment Target in English language arts and mathematics, the depth(s) of knowledge (DOK) that the student needs to bring to the item/task has been identified.
Webb’s Depth of Knowledge (DOK)

 Depth of Knowledge measures the degree to which the knowledge elicited from students on an assessment matches the complexity of what students must know and do as part of the standards.

http://vimeo.com/42788913
Cognitive Rigor and Depth of Knowledge

The level of complexity of the cognitive demand.

- **Level 1**: Recall and Reproduction
  - Requires eliciting information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula.

- **Level 2**: Basic Skills and Concepts
  - Requires the engagement of some mental processing beyond a recall of information.

- **Level 3**: Strategic Thinking and Reasoning
  - Requires reasoning, planning, using evidence, and explanations of thinking.

- **Level 4**: Extended Thinking
  - Requires complex reasoning, planning, developing, and thinking most likely over an extended period of time.
## Developing the Cognitive Rigor Matrix

<table>
<thead>
<tr>
<th>Bloom’s</th>
<th>Webb’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <strong>type of thinking</strong> (verbs) is needed to complete a task?</td>
<td><strong>How deeply</strong> do you have to understand the content to successfully interact with it?</td>
</tr>
<tr>
<td></td>
<td>How <strong>complex or abstract</strong> is the content?</td>
</tr>
</tbody>
</table>

54
<table>
<thead>
<tr>
<th>Depth + thinking</th>
<th>Level 1: Recall &amp; Reproduction</th>
<th>Level 2: Skills &amp; Concepts</th>
<th>Level 3: Strategic Thinking/Reasoning</th>
<th>Level 4: Extended Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td>-Recall, locate basic facts, details, events</td>
<td></td>
<td>-Explain, generalize, or connect ideas using supporting evidence (quote, example…)</td>
<td>-Explain how concepts or ideas specifically relate to other content domains or concepts</td>
</tr>
<tr>
<td>Understand</td>
<td>-Select appropriate words to use when intended meaning is clearly evident</td>
<td>-Specify or explain relationships -summarize -identify central idea</td>
<td>-Use concepts to solve non-routine problems</td>
<td>-Devise an approach among many alternatives to research a novel problem</td>
</tr>
<tr>
<td>Apply</td>
<td>-Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning</td>
<td>-Use context to identify meaning of word -Obtain and interpret information using text features</td>
<td>-Analyze or interpret author’s craft (literary devices, viewpoint, or potential bias) to critique a text</td>
<td>-Analyze multiple sources -Analyze complex/abstract themes</td>
</tr>
<tr>
<td>Analyze</td>
<td>-Identify whether information is contained in a graph, table, etc.</td>
<td>-Compare literary elements, terms, facts, events -analyze format, organization, &amp; text structures</td>
<td>-Cite evidence and develop a logical argument for conjectures</td>
<td>-Evaluate relevancy, accuracy, &amp; completeness of information</td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td>-Brainstorm ideas about a topic</td>
<td>-Generate conjectures based on observations or prior knowledge</td>
<td>-Synthesize information within one source or text</td>
<td>-Synthesize information across multiple sources or texts</td>
</tr>
</tbody>
</table>
Smarter Balanced Item Types

Selected Response (SR)
- Multiple Choice
- Assess a broad range of content.
- May have multiple responses
- Addresses 1 claim and 1 target

Constructed Response (CR)
- Require the student to generate a response as opposed to selecting a response.
- Include both short and extended responses.
- Addresses 1 claim and 1 target

Technology Enhanced (TE)
- Students manipulate information (example: drag and drop)
- May have digital media for stimulus: video, animation, sound.

Plus Performance Tasks

http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm
Break
Exploring the New Assessments

- Your Turn
- Open Up Chrome, Firefox, or Safari
- Go to SmarterBalanced.org
- Assessments ➔ Banner ➔ Practice (stay to the right)
  ➔ “Student Interface Practice Test”
With a partner . . .

- Select a grade level.
- Click on “ELA Practice Test”
- Work through/respond to the items as a student would.

Discuss:
1. What do students need to know and be able to do to be successful with these items?
2. What can teachers do to help students be prepared to successfully complete these items?
3. What was unexpected or challenging?
DECONSTRUCTION OF A
PERFORMANCE TASK
Performance Tasks

- Integration of Multiple Language Arts Claims & Targets:
  - Reading
  - Writing
  - Research
- Provide real world scenarios
- Require research and essay writing
  - Opinion/Argument, Informative, or Narrative
- Multiple Sessions
- Use of Technology
# SBAC Performance Tasks

## Structure of Performance Task

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>Information Processing</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• readings</td>
<td>• research questions</td>
<td>• essay, report, story, article</td>
</tr>
<tr>
<td>• video clips</td>
<td>• comprehension questions</td>
<td>• responses to embedded constructed-response</td>
</tr>
<tr>
<td>• audio clips</td>
<td>• simulated internet search</td>
<td>questions</td>
</tr>
<tr>
<td>• research topic/issue/problem</td>
<td>• etc.</td>
<td>• etc.</td>
</tr>
<tr>
<td>• graphs, charts, other visuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# SBAC Performance Tasks

<table>
<thead>
<tr>
<th><strong>Stimulus</strong></th>
<th><strong>Information Processing</strong></th>
<th><strong>Product/Performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• graphs</td>
<td><strong>Tools</strong></td>
<td>• essay/report on problem solution w/mathematical justification</td>
</tr>
<tr>
<td>• video clips</td>
<td>• calculators</td>
<td>• oral presentation w/wo graphics, other media</td>
</tr>
<tr>
<td>• maps</td>
<td>• measurement devices</td>
<td>• math-based design</td>
</tr>
<tr>
<td>• photos</td>
<td>• data analysis software</td>
<td>• graphic displays</td>
</tr>
<tr>
<td>• research reports</td>
<td>• geometric simulation tools</td>
<td></td>
</tr>
<tr>
<td>• geometric figures</td>
<td>• context/scenario specific simulations</td>
<td></td>
</tr>
<tr>
<td>• 2-D and 3-D models</td>
<td>• spreadsheets etc.</td>
<td>• 2-D, 3-D models mathematical proof spreadsheets etc.</td>
</tr>
<tr>
<td>• spreadsheets</td>
<td><strong>Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>• data bases</td>
<td>• comprehension questions</td>
<td></td>
</tr>
<tr>
<td>• areas of math content</td>
<td>• small group discussion/notes</td>
<td></td>
</tr>
<tr>
<td>(algebra, geometry, etc..)</td>
<td>• investigation/search analyses</td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td>• mathematical proofs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>
Performance Tasks

1. Classroom Activity
2. Task Overview – Real World Scenario
3. Student Tasks:
   - Part 1: Read/view, research and respond to questions
   - Part 2: Respond to a writing prompt
4. Task Specifications and Scoring Rubrics
Classroom Activity

- Precedes Performance Task
- “Levels the Playing Field”
- Activate prior knowledge/build interest
- Teacher-led
- Not scored
- Approximately 30 min.
Part #1 - Research

- **Stimuli**
  - Two for Grade 3
  - Three for Grades 4-7
  - Up to 5 for High School

- **Note taking tool**

- **Three Research Questions**

- **Independent Work**

- **All on Computer**
Part #2 – Essay Writing

- Scenario Based
- Use data from research
- Note taking tool
- Write an Informative/Explanatory, Opinion/Argument or Narrative essay
- All on Computer!
With a partner . . .

- Select a grade level (3, 6, or 11).
- Click on “ELA Performance Task”
- Work through/respond to the items as a student would.

Discuss:
1. What do students need to know and be able to do to be successful with these items?
2. What can teachers do to help students be prepared to successfully complete these items?
3. What was unexpected or challenging?
Smarter Balanced Digital Library: Formative Assessment Practices and Professional Learning – educator involvement

**National Advisory Panel (NAP)**
- 11-20 experts
- Begins December 2012
- Provides policies and criteria for resources

**State Leadership Team (SLT)**
- 10-14 WA members
- Provides support and training for State Network of Educators
- Promote statewide communications

**State Network of Educators (SNE)**
- 85 WA Members (1,500+ nationally)
- Representation from LEAs, AEAs, content leaders, ELL, IHE
- Serve Summer 2013 – Late Fall 2014
- Submit and review resources
## Resources in the Digital Library

### Assessment Literacy Modules
- Commissioned professional development modules
- Resources for students and families
- Frame formative assessment within a balanced assessment system
- Articulate the formative assessment process
- Highlight formative assessment practices and tools

### Exemplar Instructional Modules
- Commissioned professional development modules
- Instructional materials for educators
- Instructional materials for students
- Demonstrate/support effective implementation of the formative process
- Focus on key content and practice from the Common Core State Standards for Mathematics and English Language Arts

### Education Resources
- High-quality vetted instructional resources and tools for educators
- High-quality vetted resources and tools for students and families
- Reflect and support the formative process
- Reflect and support the Common Core State Standards for Mathematics and English Language Arts
- Create Professional Learning Communities

* Resources include the following file types: Video, HTML5, Audio, PPT, Excel, Word, and PDF.
Resources in the Digital Library

- Not an assessment bank
- Not an item bank
- Not a learning management system where educators can register for training or receive credit by completing specific online courses
- Not a library for general public (will require registration and login)
- Not a site where any resource can automatically be posted; all resources must be vetted through the Quality Criteria

* Resources include the following file types: Video, HTML5, Audio, PPT, Excel, Word, and PDF.
Formative Assessment is a deliberate **process** used by teachers and students **during instruction** that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students’ attainment of curricular learning targets/goals.

~ Compiled by the Digital Library National Advisory Panel
Quality Criteria for **Professional Learning Resources**

<table>
<thead>
<tr>
<th>The resource…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Reflects research and/or the principles of effective professional learning</td>
</tr>
<tr>
<td>2) Incorporates formative assessment practices</td>
</tr>
<tr>
<td>3) Supports learner differences and personalized learning</td>
</tr>
<tr>
<td>4) Demonstrates utility, engagement, and user-friendliness</td>
</tr>
<tr>
<td>5) Integrates technology and media effectively</td>
</tr>
</tbody>
</table>
**Quality Criteria for Instructional Resources**

*The resource…*

1. Aligns with the intent of the Common Core State Standards
2. Incorporates formative assessment practices
3. Contains accurate, complete, high-quality curriculum and instruction
4. Supports learner differences and personalized learning
5. Demonstrates utility, engagement, and user-friendliness
6. Integrates technology and media effectively
Resource Posting Work Flow

Step 1: Resource Submitted
- Cover Profile

Step 2: Gatekeeping Criteria Applied
- SNE 1

Step 3: Quality Criteria Applied
- SNE 2
- SNE 3

Step 4: Decision
- Posted
- Sent to SLT
- Returned to Submitter
Register Today!

Make your voice heard on Smarter Balanced achievement level scores.

Get started today

Participating in the Online Panel process is simple and takes, at most, three hours of your time. You can complete the activity from the comfort of your home or office at any time during a two-day window. To register, follow these simple steps:

**Step 1:** Select a content area and grade level.

**Step 2:** Enter your email address and contact information.

**Step 3:** Check your email for a message and confirm your email address.

**Step 4:** Select a 2-day window between October 6 and 17, 2014.

Goals

- I can articulate how the Smarter Balanced Assessment (SBAC) is different than past assessments
- I can name the types of items that are a part of SBAC and how Depth of Knowledge is related
- I can identify implications for my instruction, planning, and resources to support
- I am aware of the resources provided in the SB Digital Library and how I will be able to access it
3-2-1 Reflection

- 3 things you have a new perspective on
- 2 things you learned that you will share with someone who is not here
- 1 action you will take because of what you learned
Dan King—
dking@oesd.wednet.edu
360-536-7187
Tamara Smith—
tsmith@oesd.wednet.edu
360-477-1117

Please complete your clock hour forms and evaluations.