

**Welcome**

**SBAC Digital Library  
2019 Assessment Conference**

**Becky Berg**

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**MT Digital Library State Lead Educator**

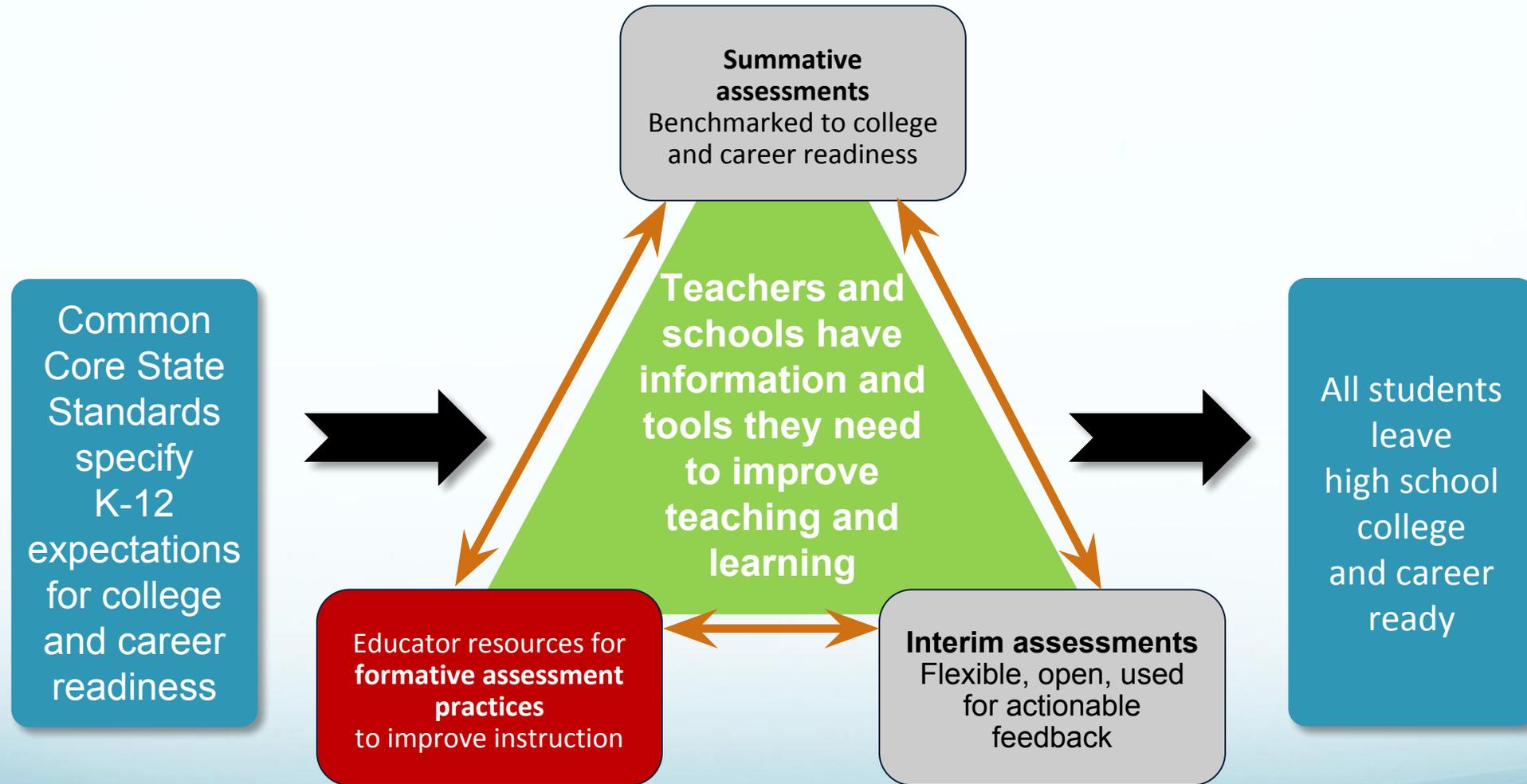
**Presentation: [tinyurl.com/2019dl](https://tinyurl.com/2019dl)**

# OUR FOCUS

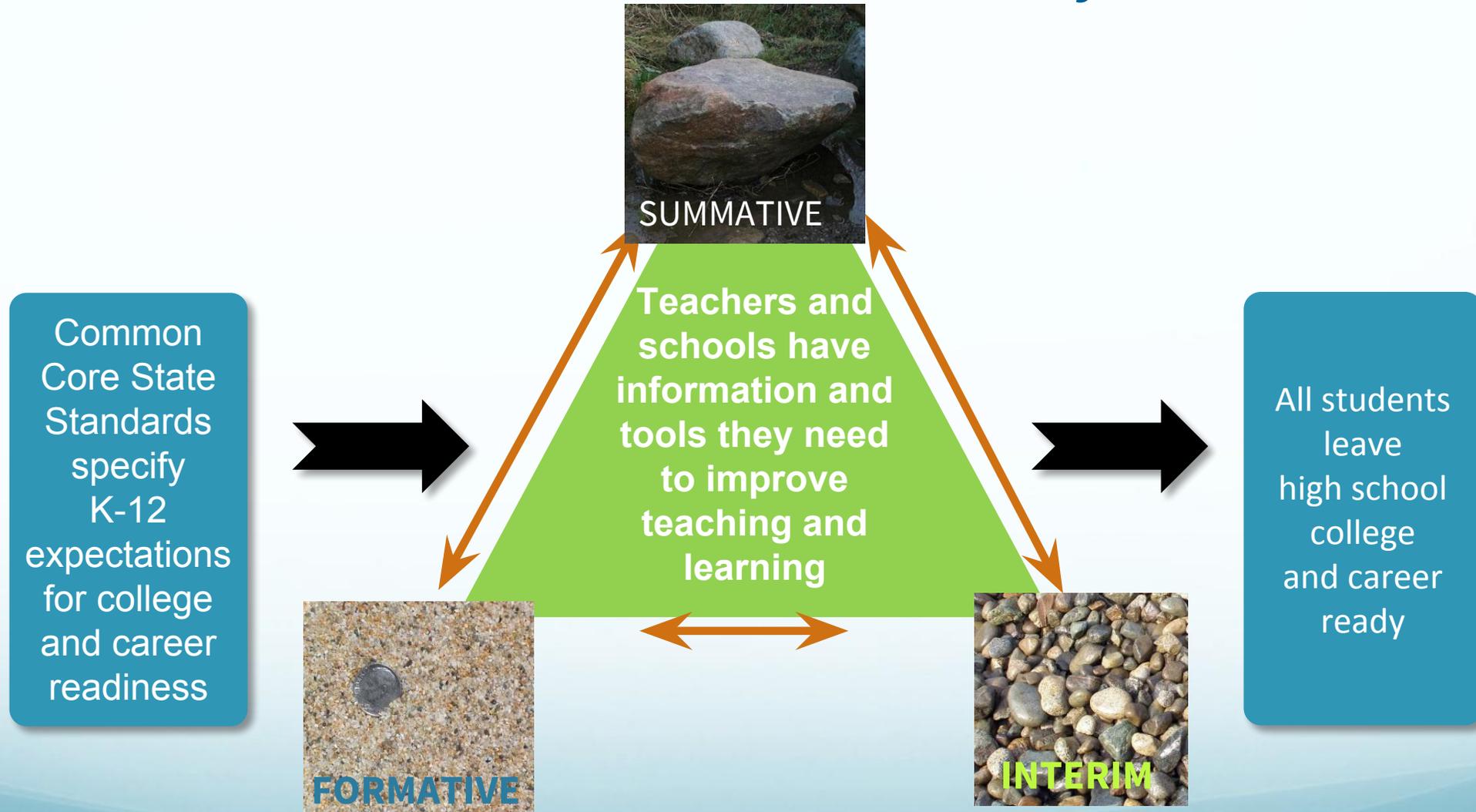
- What is the Digital Library?
- Why use the Digital Library?
- How do I navigate the Digital Library?
- How can it more efficiently help us meet the needs of our students?

# Smarter Balanced

## A Balanced Assessment System



# Smarter Balanced A Balanced Assessment System



**The Digital Library is for  
formative assessment.**

**Let's Hear From You...**



**What is formative  
assessment?**

Go to [www.menti.com](http://www.menti.com)  
and use the code **61 52 20**

# Formative Process

*“Formative Assessment is a deliberate process used by teachers and students **during instruction** that provides **actionable feedback** used to **adjust** ongoing teaching and learning strategies and improves students’ attainment of curricular learning targets/goals.”*

# Formative Assessment

Formative assessment may be integrated in all parts of the lesson: before the lesson, during the lesson, and after the lesson.

## Before the Lesson



**Learner:** Understands the lesson's purpose and identifies what they know about the topic.  
**Teacher:** Determines what the learner knows and can do.

## During the Lesson



**Learner:** Monitors one's progress.  
**Teacher:** Tracks learning progress in comparison to formative assessment results before the lesson.

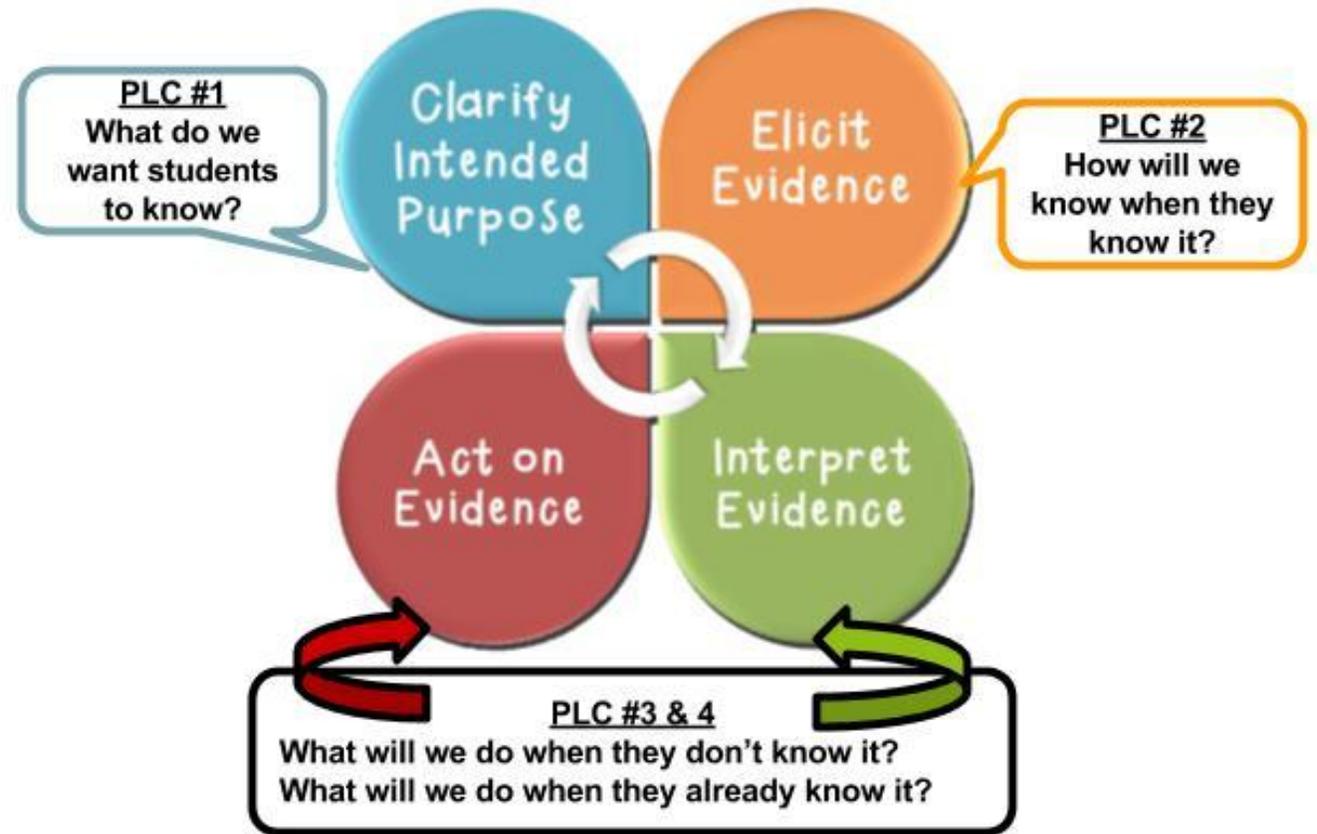
## After the Lesson



**Learner:** Recognizes whether they have met the learning objectives.  
**Teacher:** Assesses whether learning objectives have been met.

# Connections of Formative Assessment & PLCs

## Embedded Formative Process & PLCs



*"When teachers do formative assessment effectively, students learn at roughly double the rate than they do without it."*

~Dylan William

# THE WHY

**“When teachers do formative assessment effectively, students **learn at roughly double the rate** than they do without it.” -Dylan William**

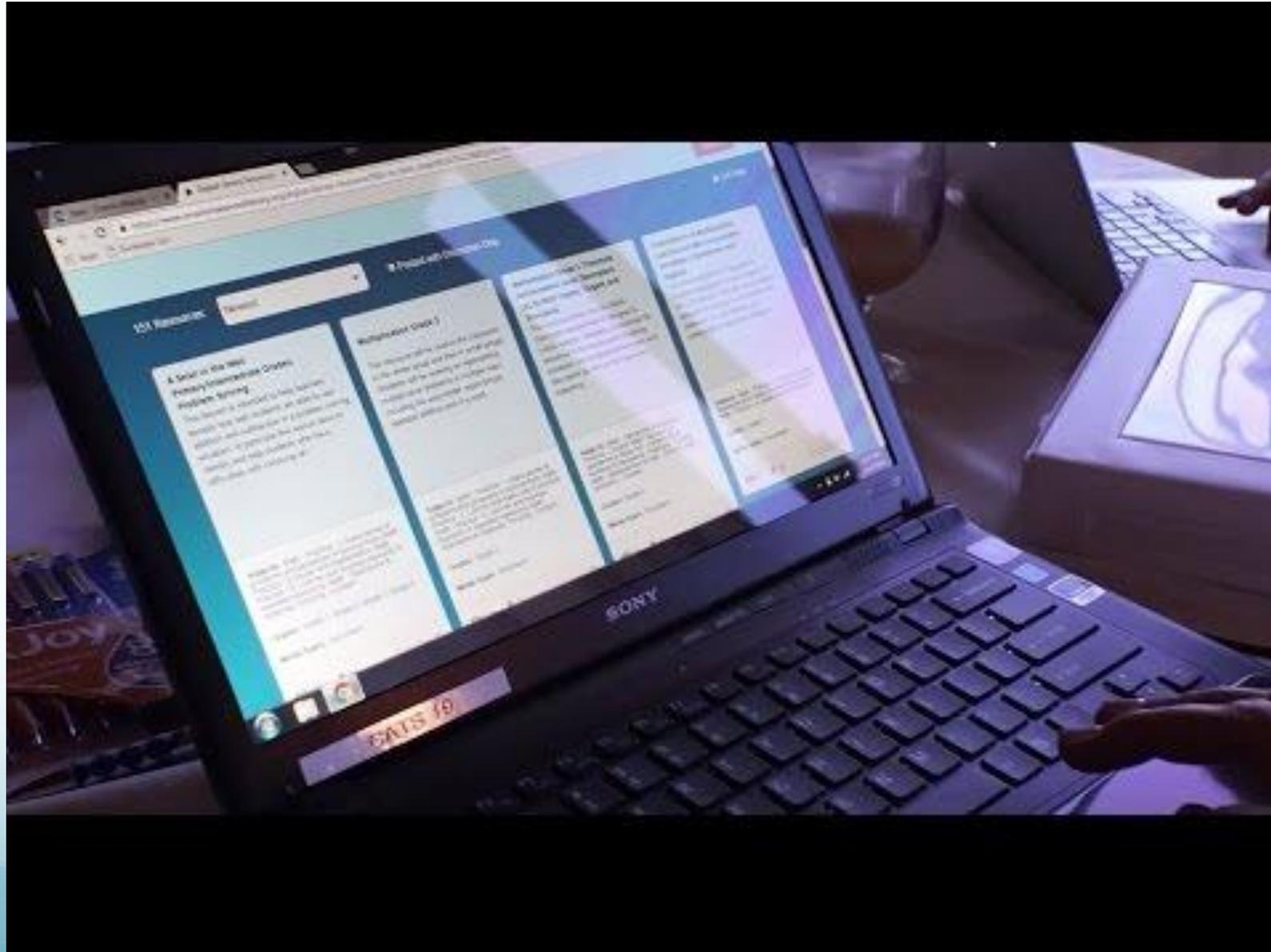
# Smarter Balanced Assessment Consortium Digital Library



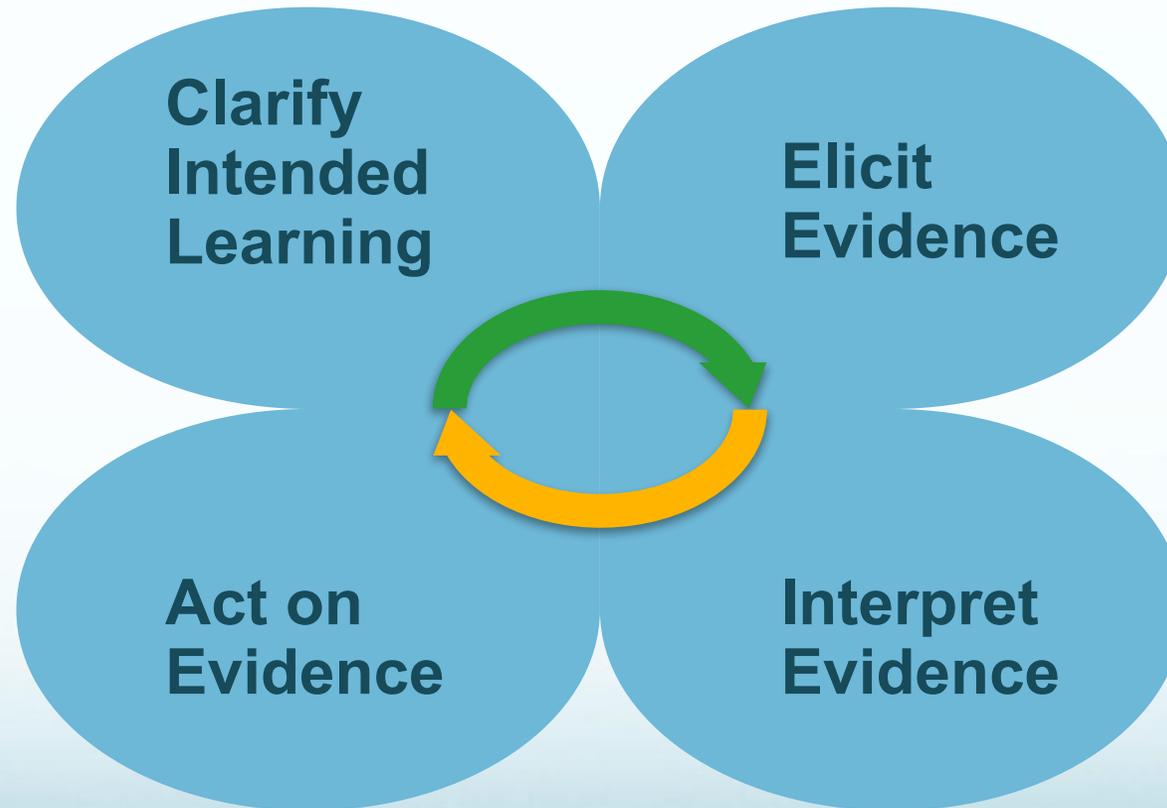
- An online collection of instructional and professional learning resources contributed by educators for educators.
- Resources are aligned with the intent of the Common Core State Standards and will help educators implement the **Formative Assessment Process** to improve teaching and learning.

# “WHY” the Digital Library for Formative Process?

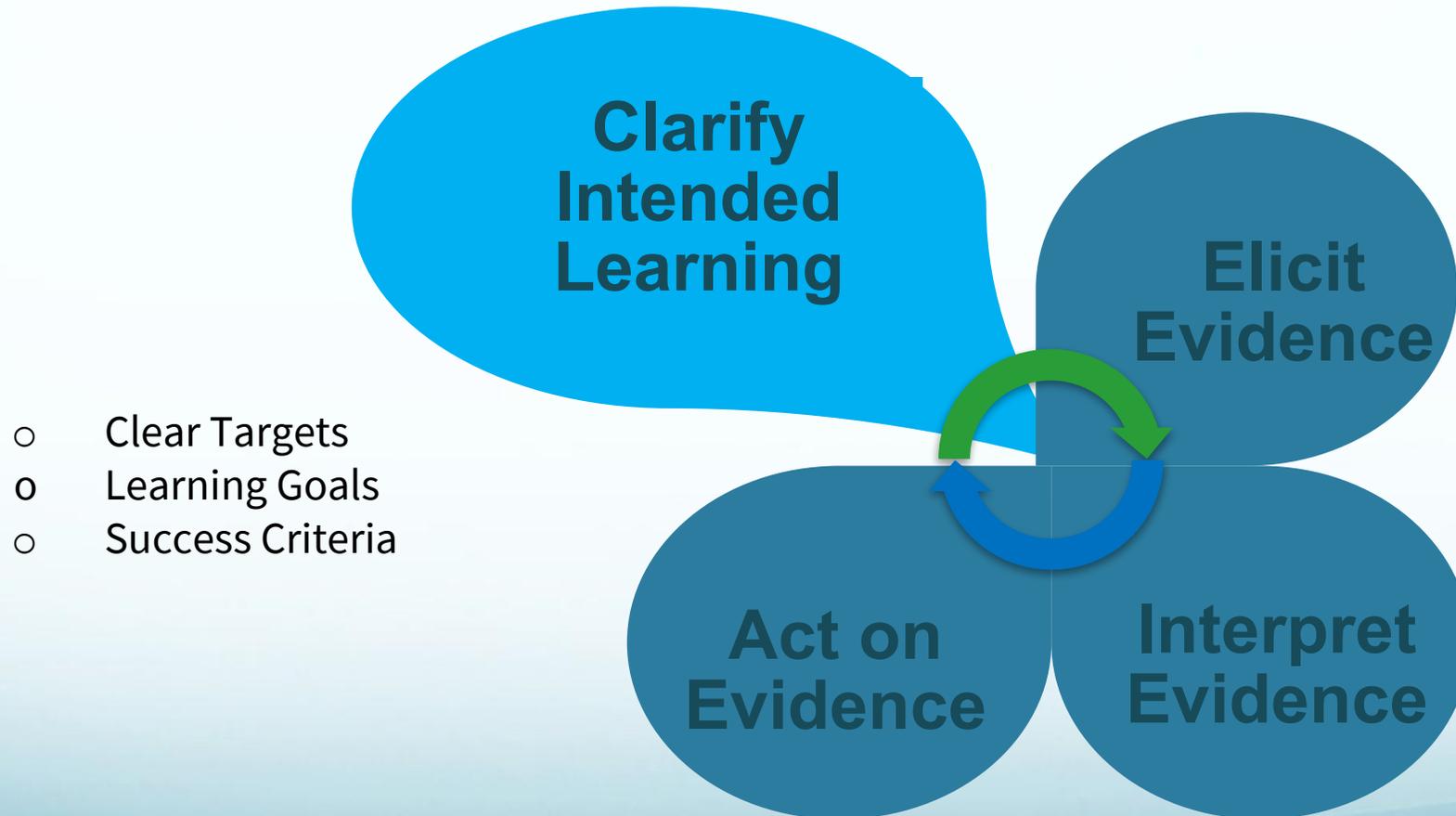
THE **WHY**



# Resources Aligned to the Four Attributes of the Formative Assessment Process

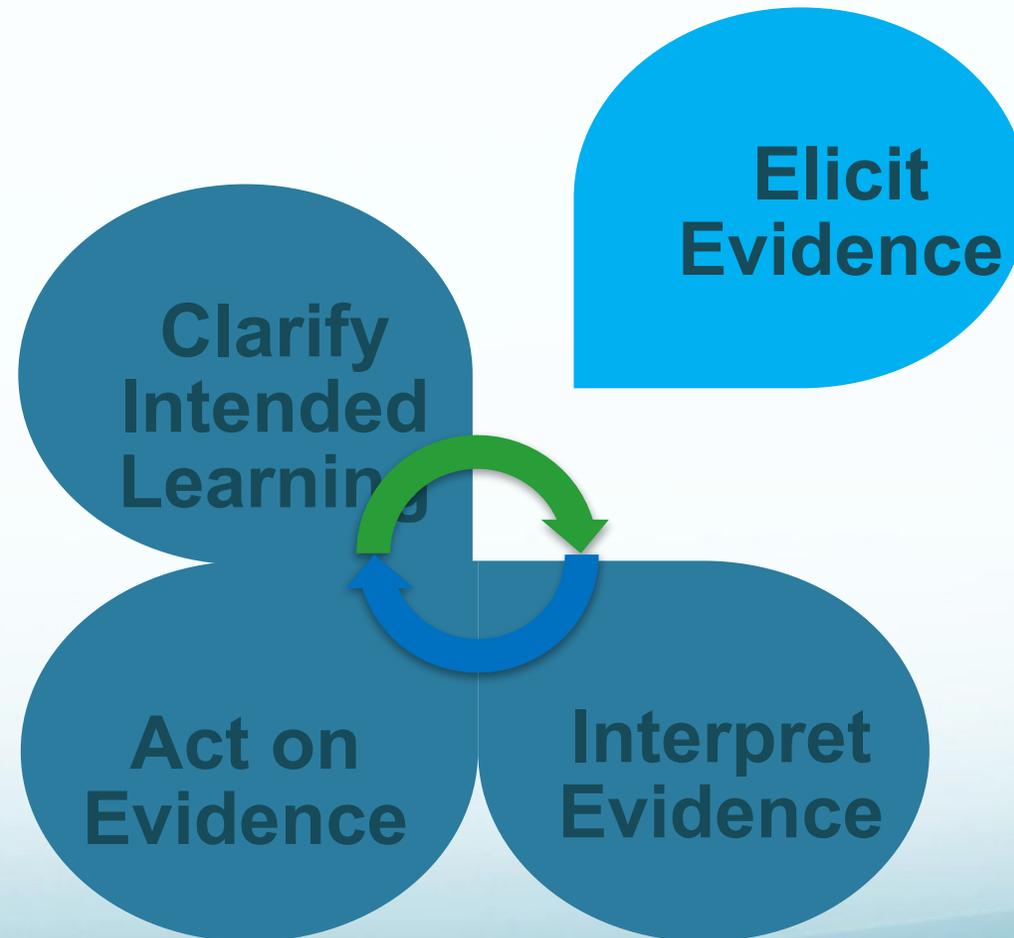


# The Formative Assessment Process



# The Formative Assessment Process

- Interaction with Students
- Observations
- Questioning Strategies
- Focused Student Observations
- Student Work
- Teachers
- Peers
- Individual Reflection

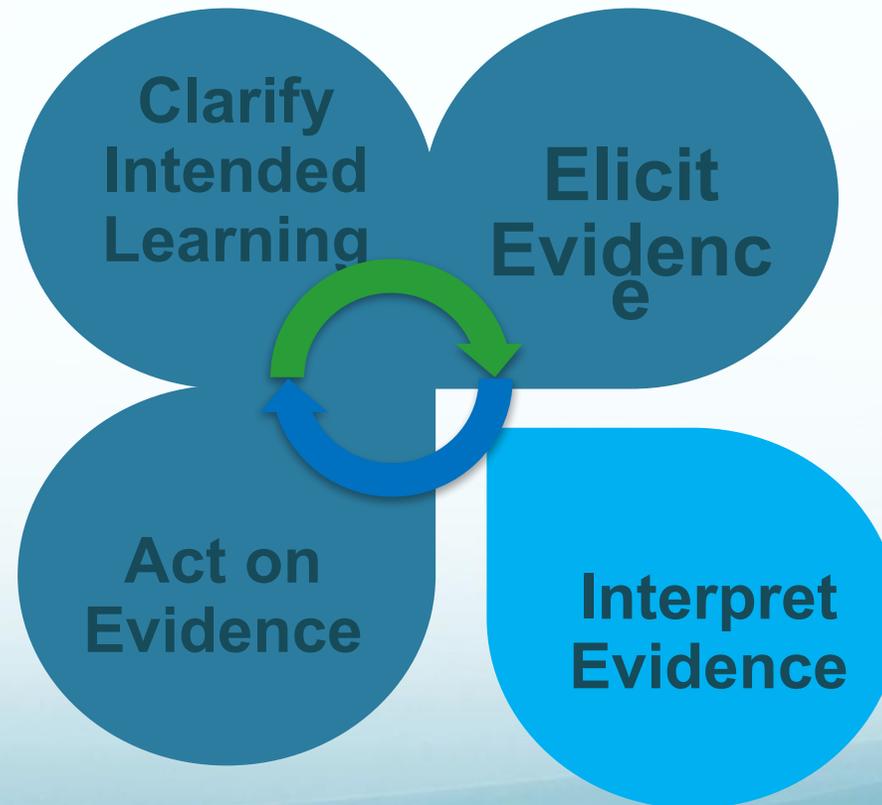


# The Formative Assessment Process

Teacher, Peers, or Student Identify:

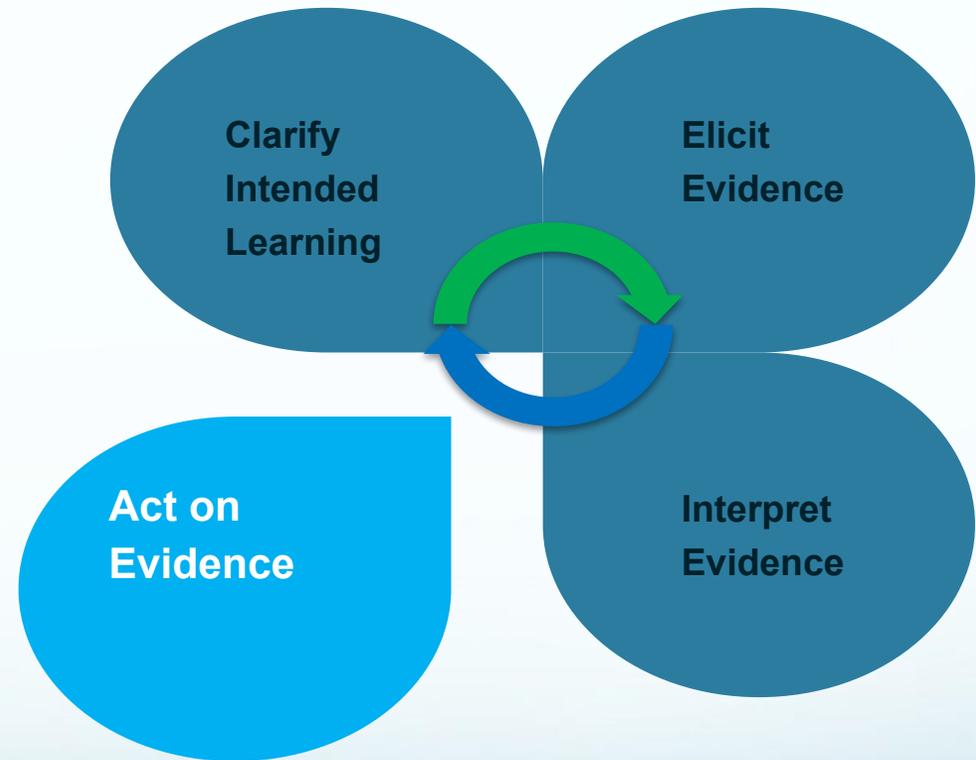
- Learning Goal vs. Success Criteria:
  - Gap between the goal and criteria?
  - Misunderstanding?
  - Procedural error?
  - Lack of skill(s)?

***Do I need to adjust instruction?***



# Planning for Instruction

Once educators and students have had a chance to interpret results of gathering evidence, what should happen next?



# Non-Examples of the Digital Library

- Not an assessment bank
- Not a library for the general public (the library will require registration and login)
- Not a site where any resource can automatically be posted: all resources must be vetted through the Quality Criteria.

# **Value in these Resources**

- Aligned to the MT ELA and Math standards
- Aligned to the Formative assessment process

# Effectively Searching in the Digital Library

The screenshot displays the Common Core State Standards Initiative website. The search bar at the top contains the text "math 5 5 5 5". The left sidebar features several filter categories: Subject, Grade, Digital Alignment, Common Core State Standard, Media Type, Educational Use, Intended End User, Intended Student Population, and Resource Type. The main content area shows a list of search results, each with a thumbnail image, a title, a grade level, a date, and a star rating. The results include:

- Speaking, Listening, and Writing Proper Scientific Terminology**: Grade 5, 4, 5, 5. Nov 20 2013. 49 110. 5 stars.
- Math in the World Around Us: Fisher: Top Video Math Task**: Grade 5, 5. Feb 18 2014. 49 603. 5 stars.
- Multiplying Whole Numbers and Fractions**: Grade 5, 4, 5. Jul 29 2014. 49 262. 5 stars.
- Stepping with Complex Informational Text in a 5th Grade Classroom**: Grade 4, 5, 5. Oct 14 2013. 49 180. 5 stars.
- Comparing and Contrasting expository informational text**: 49 215.

# Tour the Digital Library



# Access to the Digital Library

<https://sbdigitallibrary.org/>

- Provided by OPI to Montana educators at no charge
  - All licensed educators in Montana schools
- Do a self sign-up from the DL tool card on the MT portal at <https://mtportal.airast.org>
- Don't have a password or don't remember it???
  - Pam Birkeland, [pbirkeland@mt.gov](mailto:pbirkeland@mt.gov)
  - 406-560-2060



# A Few Options to Explore



- Search & filter for relevant resources.
- Add these to your FAVORITES  Favorites
- Be sure to check out the Playlists
- Share your discoveries with someone next to you
- What questions about using the Digital Library do you still have?

# DRUMROLL PLEASE.....



## **Playlists Aligned to Interim Assessments**

# ***A Scenario...***

# So....a 4th Grade teacher has engaged students in this Domain “Block”-OA

Domain	Cluster	Code	4th Grade Math Montana Common Core State Standard (MCCS)
Operations and Algebraic Thinking	Use the four operations with whole numbers to solve problems.	4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
		4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
		4.OA.3	Solve multistep word problems within cultural contexts, including those of Montana American Indians, posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
	Gain familiarity with factors and multiples.	4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
	Generate and analyze patterns.	4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

**Teacher decides to give an SBAC  
Interim Block...**

# Gives students this 30–40 minute interim and immediately has these results...

Total					
Total	Student Count	Test Completion Rate	Performance Distribution		
			Above Standard		
	42		 12%      74%      14%		
	21	91% (21/23)	 19%      71%      10%		
	21	91% (21/23)	 5%      76%      19%		

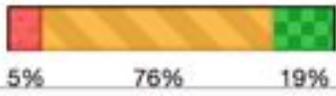
+ 5 Items on which Students Performed t...

+ 5 Items on which Students Performed t...

+ Total Items

Teacher #1

Teacher #2

Total	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst									
Performance	Item Numbers and Points Earned					Item Numbers and Points Earned					Total Items
	<u>1</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>9</u>	<u>7</u>	<u>8</u>	<u>10</u>	<u>12</u>	<u>13</u>	
Above Standard	1	1	1	1	1	1	1	1	1	1	
 5% 76% 19%	0.95	0.95	0.9	0.86	0.86	0.14	0.48	0.43	0.48	0.14	
At/Near Standard	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Above Standard	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	
At/Near Standard	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	
Above Standard	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	
Above Standard	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	
At/Near Standard	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	
At/Near Standard	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
At/Near Standard	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
At/Near Standard	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	
At/Near Standard	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	

Percentage that  
got this answer  
correct.



5 Items on which Students Performed the Worst					+ Total Items
Item Numbers and Points Earned					
<u>7</u>	<u>8</u>	<u>10</u>	<u>12</u>	<u>13</u>	
1	1	1	1	1	
0.14	0.48	0.43	0.48	0.14	
<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	
<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	
<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	
<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	
<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	
<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	

# Now What?

**You need to ACT on EVIDENCE!  
How can I do this efficiently?**

**Go to the aligned 4th Grade Operations  
& Algebraic Playlist  
in the Digital Library**

# Playlist Example: IAB Fractions

## Grade 4 Fractions

Student Learning Objective: Ordering and equivalent fractions		
Scale Score Associations*	Evidence	Digital Library Resources
<p><b>Below 2410</b> <i>Building understanding about part-to-whole relationships</i></p>	<p>Educators can further diagnose a student's understanding of:</p> <ul style="list-style-type: none"> <li>Part to whole relationships</li> <li>Equivalent fractions</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Pre-teaching Fraction Concepts</a></li> <li><a href="#">Lessons for Fractions in Fourth Grade</a></li> <li><a href="#">Developing Effective Fractions Instruction for K-8</a></li> </ul>
<p><b>Score Range 2411-2484</b> <i>Building understanding about fractions as numbers on a number line</i></p>	<p>Educators can gather additional evidence for a student's understanding of:</p> <ul style="list-style-type: none"> <li>Comparing fractions with like or unlike denominators</li> <li>Modeling with mathematics</li> <li>Regularity with repeated reasoning</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">4th Grade Math: Ordering Numbers, Fractions, and Expressions</a></li> <li><a href="#">Understanding Fractions: Clarify Intended Learning</a></li> <li><a href="#">Understanding Fractions: Elicit Evidence</a></li> <li><a href="#">Understanding Fractions: Interpret Evidence</a></li> <li><a href="#">Understanding Fractions: Act On Evidence</a></li> <li><a href="#">Developing Effective Fractions Instruction for K-8</a></li> </ul>
<p><b>Score Range 2485-2549</b> <i>Extending understanding about fractions as numbers on a number line</i></p>	<p>Educators can extend a student's understanding of:</p> <ul style="list-style-type: none"> <li>Comparing fractions and decimals for placement on a number line</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Number Rights and Pearl Diver</a></li> <li><a href="#">Lessons for Fractions in Fourth Grade</a></li> <li><a href="#">Developing Effective Fractions Instruction for K-8</a></li> </ul>

\*Scale score associations were determined subjectively by staff judgement. Future associations will be consensus-driven by educators through development of these connections between the assessment components

# Playlist Example: IAB Informational

## Grade 4 Reading of Informational Text

Student Learning Objective: Reading informational text		
Scale Score Associations*	Evidence	Digital Library Resources
<b>Below 2415</b> <i>Developing reading with below grade level text complexity.</i>	Educators can further diagnose a student's understanding of: <ul style="list-style-type: none"><li>Reading text<sup>1</sup> that is below grade level.</li></ul>	<ul style="list-style-type: none"><li><a href="#">Text Selection Guidelines: Teaching and Assessing</a></li><li><a href="#">Common Core Teaching and Learning Strategies: ELA Informational Text K-5</a></li><li><a href="#">Formative Assessment Primary Classroom Video</a></li></ul>
<b>Score Range 2416-2472</b> <i>Developing reading with on grade level text complexity.</i>	Educators can gather additional evidence for a student's understanding of: <ul style="list-style-type: none"><li>Reading text that is on grade level.</li></ul>	<ul style="list-style-type: none"><li><a href="#">Using Text Based Evidence for Informational Text</a></li><li><a href="#">Using Close Reading to Improve Comprehension in Elementary Classrooms</a></li><li><a href="#">Close Reading Informational (Nature/Animal) Text</a></li></ul>
<b>Score Range 2473-2533</b> <i>Developing reading with above grade level text complexity.</i>	Educators can extend a student's understanding of: <ul style="list-style-type: none"><li>Reading text that is above grade level.</li></ul>	<ul style="list-style-type: none"><li><a href="#">Integrate Information from Several Texts: Clarify Intended Learning</a></li><li><a href="#">Integrate Information from Several Texts: Act on Evidence</a></li><li><a href="#">Integrate Information from Several Texts: Interpret Evidence</a></li></ul>

\*Scale score associations were determined subjectively by staff judgement. Future associations will be consensus-driven by educators through development of these connections between the assessment components.



**2** things you learned that were valuable to you.

**1** question or comment.

*Feel free to put your name and email on it if you like (optional)*

# MontCAS Contacts

## **For assistance with getting signed up for Digital Library**

Pam Birkeland, Special Projects

406-560-2060 [pbirkeland@mt.gov](mailto:pbirkeland@mt.gov)

## OPI MontCAS Information and Contacts



# Support Resources

- **Presentation: [tinyurl.com/2019dl](https://tinyurl.com/2019dl)**
- **Top 10 Tips for Digital Library**
- **Video: Effectively Searching in DL**
- **Using the Playlists**



Becky Berg

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406-794-2015