



# I Got It, Now What Do I Do With It?

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Using Smarter Balanced Assessment  
Data to Improve Instruction



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# Purpose of a Standardized Assessment

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- Accurate measurement of student SKILLS
- Actionable data: more than just a test (interims /digital library)
- ESSA requirement for school/state
- We want students in MT to be just as prepared for their future as any other student in the country.
  - Skills that are transferable to college and career, regardless of path
- <http://www.smarterbalanced.org/assessments/>



# Making a Standardized Assessment Useful

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- Data by teacher
  - Reflect on your own instructional practices and effectiveness
  - Plan instruction
- Data by district/school
  - Reflect on and evaluate curriculum scope/sequence, programs, and systems
  - Look at sub-group performance
  
- Data is an ocean

# Score Reports in ORS

Target	Areas of Strongest and Weakest Performance	Areas Where Performance Indicates Proficiency
<b>Reading</b>		
<b>Literary Texts</b>		
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=	☹
Target 2 (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	=	✗
Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=	☹
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.	=	☹
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.	*	*
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	=	✗
Target 7 (Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	*	*
<b>Informational Texts</b>		
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=	✓
Target 9 (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.	=	✓
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=	✓
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	=	✓
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts (e.g. individuals, events, or ideas) or determine how information within or across texts reveals author's point of view or purpose.	=	✓
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	=	✗
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.	=	☹

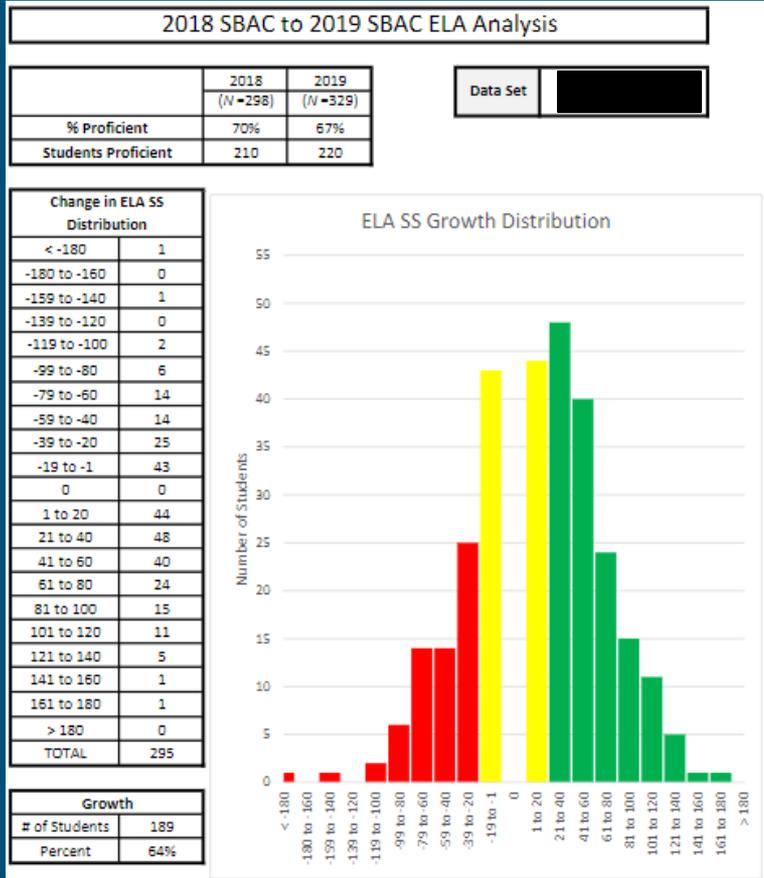
- Shallow dive into the data
- Reading data by Target
- District/School Level
  - Disciplinary literacy
- Teacher Level

# Score Reports in ORS

Writing		
<b>Narrative</b>		
Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	=	✓
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	=	⚠
<b>Explanatory</b>		
Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	=	⚠
Target 4 COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/idea; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	=	⚠
<b>Argumentative</b>		
Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	=	⚠
Target 7 COMPOSE FULL TEXTS: Write full arguments about topics using the complete writing process: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows and supports the argument(s) presented.	=	✗
<b>Writing</b>		
Target 8 LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	=	✓
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	=	✓

- Writing data by Target
- District/School Level
  - scope/sequence
  - Professional development
- Teacher Level

# Student Results in ORS



- Deep dive into the data
- .csv file from “Retrieve Student Results” in ORS
- District/School Level
  - Proficiency
  - Cohort growth
- Teacher Level
  - Individual student growth
  - Growth by claim

# Student Results in ORS

2019 Performance Task Analysis

Argumentative Organization/Purpose			Argumentative Evidence/Elaboration			Argumentative Conventions		
Score	#	%	Score	#	%	Score	#	%
0	0	0%	0	0	0%	0	3	3%
1	33	29%	1	27	24%	1	24	21%
2	44	39%	2	50	44%	2	73	64%
3	22	19%	3	22	19%	3		
4	1	1%	4	1	1%	4		
Insufficient	8	7%	Insufficient	8	7%	Insufficient	8	7%
Off Topic	1	1%	Off Topic	1	1%	Off Topic	1	1%
Off Purpose	5	4%	Off Purpose	5	4%	Off Purpose	5	4%
Field Test	0	0%	Field Test	0	0%	Field Test	0	0%
TOTAL	114		TOTAL	114		TOTAL	114	

Explanatory Organization/Purpose			Explanatory Evidence/Elaboration			Explanatory Conventions		
Score	#	%	Score	#	%	Score	#	%
0	0	0%	0	0	0%	0	5	4%
1	41	30%	1	38	28%	1	31	23%
2	58	43%	2	60	44%	2	89	65%
3	22	16%	3	23	17%	3		
4	4	3%	4	4	3%	4		
Insufficient	5	4%	Insufficient	5	4%	Insufficient	5	4%
Off Topic	0	0%	Off Topic	0	0%	Off Topic	0	0%
Off Purpose	6	4%	Off Purpose	6	4%	Off Purpose	6	4%
Field Test	0	0%	Field Test	0	0%	Field Test	0	0%
TOTAL	136		TOTAL	136		TOTAL	136	

Narrative Organization/Purpose			Narrative Evidence/Elaboration			Narrative Conventions		
Score	#	%	Score	#	%	Score	#	%
0	0	0%	0	0	0%	0	1	1%
1	9	12%	1	8	11%	1	15	20%
2	20	27%	2	21	28%	2	45	61%
3	22	30%	3	22	30%	3		
4	10	14%	4	10	14%	4		
Insufficient	2	3%	Insufficient	2	3%	Insufficient	2	1%
Off Topic	1	1%	Off Topic	1	1%	Off Topic	1	14%
Off Purpose	10	14%	Off Purpose	10	14%	Off Purpose	10	14%
Field Test	0	0%	Field Test	0	0%	Field Test	0	0%
TOTAL	74		TOTAL	74		TOTAL	74	

- District/School Level
  - What types of support or professional development do teachers need?
- Teacher Level
  - Do I need to make changes to how I teach argumentative writing?

# Administrative & Coaching Uses for Data

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- Help teachers set goals and monitor personal growth
- Create the master schedule and individual student schedules
- Determine professional development needs
- Modify curriculum
- Select new resources
- Develop RTI systems



# Classroom Application

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- Once rostered, pull student data from the spring summative
- Intentional classroom grouping using data
  - Create seating charts
  - Create small groups
- Classroom assessments using SBA blueprint & stems
- Scaffolding for classroom assessments
  - Framing for constructed responses
  - Leveled texts
- Interims in December
  - Digital Library Playlists
  - Differentiated grouping
  - [Content Explorer](#): write your own classroom assessments mimicking SBA items

# Interims for ELA & Math

- Multiple choice items are machine scored
- Teachers hand score constructed responses and full writes
  - ELA: 5 machine scored
  - ELA: 5 hand scored
    - Write narratives (3)
    - Brief writes (6)
    - Read Info (2)
    - Read Lit (1)
    - Performance Task (2 bw; 1 fw)

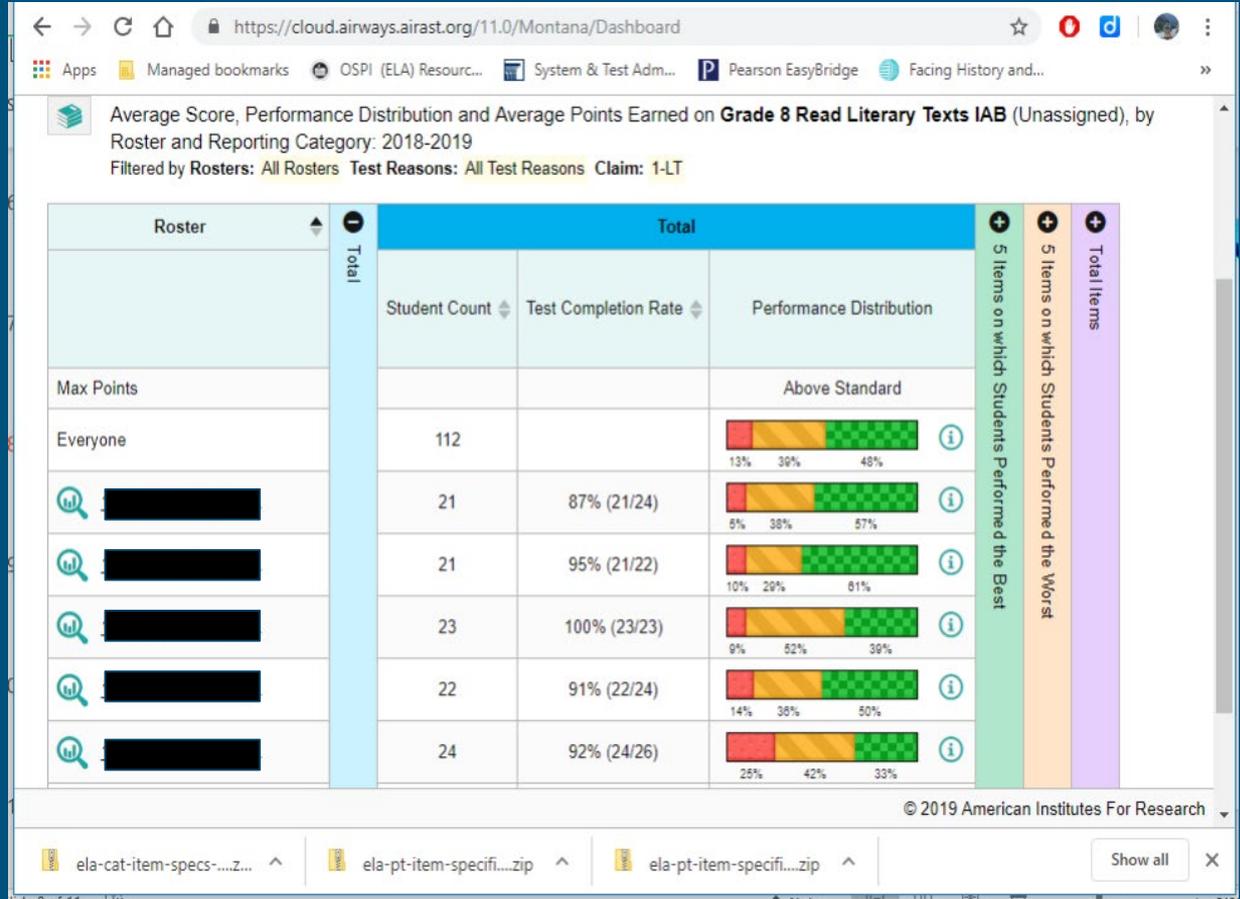
Grade:

### Optional Interim Assessment Block (IAB)

→ Start Grade 8 MATH - Analyze and Solve Linear Equations (IAB)	→ Start Grade 8 MATH - Congruence and Similarity (IAB)
→ Start Grade 8 ELA - Research: Analyze Information (IAB)	→ Start Grade 8 MATH - Proportional Relationships, Lines, and Linear Equations (IAB)
→ Start Grade 8 ELA - Research: Interpret and Integrate (IAB)	→ Start Grade 8 ELA - Write and Revise Narratives (IAB)
→ Start Grade 8 ELA - Brief Writes (IAB)	→ Start Grade 8 ELA - Edit/Revise (IAB)
→ Start Grade 8 ELA - Listen/Interpret (IAB)	→ Start Grade 8 ELA - Read Informational Texts (IAB)
→ Start Grade 8 ELA - Read Literary Texts (IAB)	→ Start Grade 8 ELA - Research (IAB)
→ Start Grade 8 ELA - Performance Task - Compare Ancient Societies (IAB)	→ Start Grade 8 MATH - The Number System (IAB)
→ Start Grade 8 MATH - Geometry (IAB)	→ Start Grade 8 MATH - Performance Task - Baseball Tickets (IAB)
→ Start Grade 8 MATH - Expressions and Equations II (IAB)	→ Start Grade 8 MATH - Expressions and Equations I (IAB)
→ Start Grade 8 MATH - Functions (IAB)	

# Interim Data

- Overall score
  - IAB: Below, At/Near, Above
  - ICA: Level 1, Level 2, Level 3, Level 4
- Top 5 items
- Bottom 5 items
- View all items average score + scoring rubric
- View individual student responses and scores



# Content Explorer

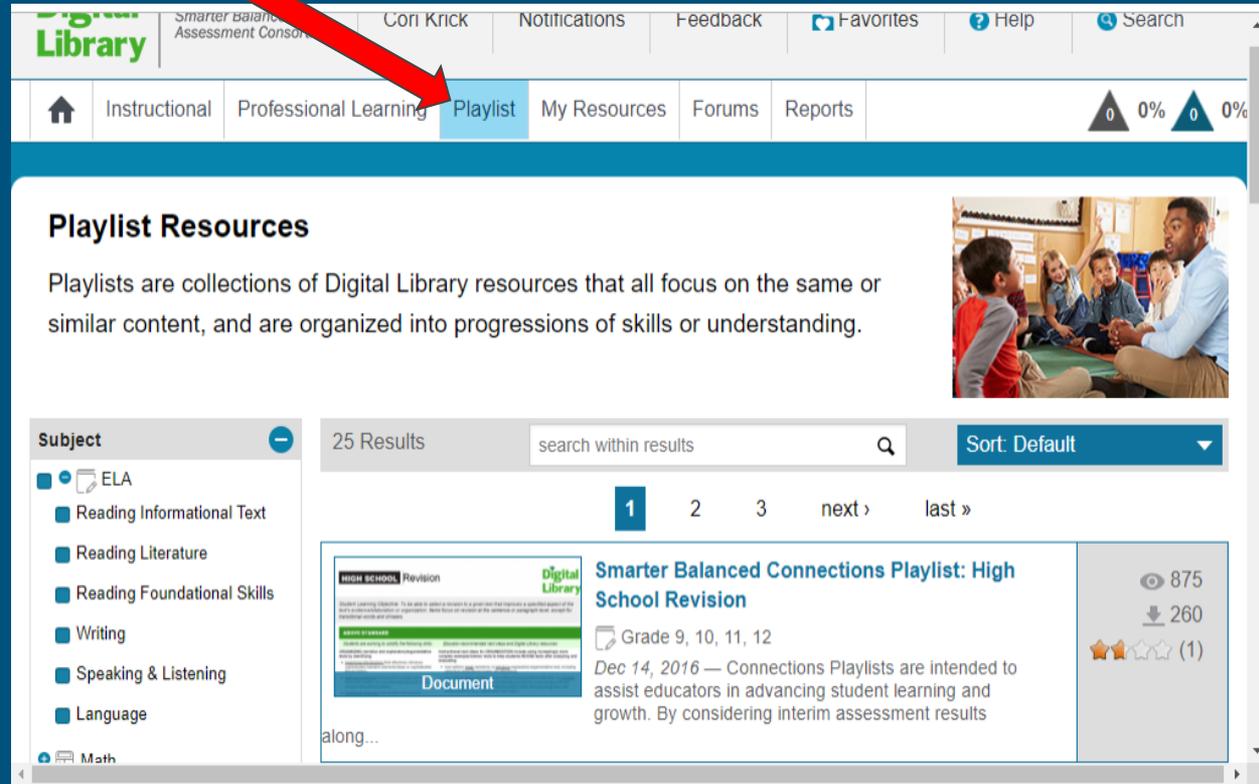
Excellent resource for classroom assessments to mimic summative items:

- Task models
- Rubrics
- Test blueprint specs
- Item stems
- Sample items

The screenshot shows the Smarter Content Explorer website. The browser address bar displays 'contentexplorer.smarterbalanced.org/#test-development'. The page header includes the site logo and navigation links for 'Explore', 'Test Development', and 'Support'. The main content area features a large 'Welcome Educators!' heading, followed by a paragraph explaining the site's purpose: 'Assessing the range of knowledge and skills is important for college and career readiness. Use this site to learn how test items connect to academic standards.' Below this is a 'Learn More' link with a downward arrow. On the right side, there is a section titled 'Use the tool below to get started' with a breadcrumb trail: 'Grade → Subject → Claim'. Below this is a 'Select a Grade' section with the instruction 'CHOOSE AS MANY AS YOU WANT'. It features five circular buttons for grades 3, 4, 5, 6, and 7, and a larger, dark grey button for '8'. A 'HIGH SCHOOL' button is also present below the grade buttons.

# Digital Library

- Playlists curated by teachers and professionals
- Standard-specific lists for differentiation
- Download and go!
- SEARCH
  - search by content
  - Claim-target
  - Standard



The screenshot shows the Digital Library website interface. At the top, there is a navigation bar with the Digital Library logo, user information (Cori Krick), and various utility links like Notifications, Feedback, Favorites, Help, and Search. Below this is a secondary navigation menu with tabs for Instructional, Professional Learning, Playlist (highlighted with a red arrow), My Resources, Forums, and Reports. The main content area is titled "Playlist Resources" and includes a description: "Playlists are collections of Digital Library resources that all focus on the same or similar content, and are organized into progressions of skills or understanding." To the right of this text is an image of a teacher interacting with students. Below the description is a search bar showing "25 Results" and a "Sort: Default" dropdown. A pagination bar shows "1" as the current page. The search results list includes a document titled "Smarter Balanced Connections Playlist: High School Revision" for Grade 9, 10, 11, 12, with 875 views, 260 downloads, and a 1-star rating. A sidebar on the left allows filtering by subject, with "ELA" selected and sub-categories like Reading Informational Text, Reading Literature, Reading Foundational Skills, Writing, Speaking & Listening, and Language.

## Playlist Resources

Playlists are collections of Digital Library resources that all focus on the same or similar content, and are organized into progressions of skills or understanding.



- Subject** ⌵
- ELA
    - Reading Informational Text
    - Reading Literature
    - Reading Foundational Skills
    - Writing
    - Speaking & Listening
    - Language
  - Math
  - Science and Technical
  - History/Social Studies
  - Arts

25 Results  🔍 **Sort: Default** ⌵

**1** 2 3 next > last »

<p><b>HIGH SCHOOL</b> Revision <span style="float: right;">Digital Library</span></p> <p>Student learning objectives... to be able to select a revision to a given text that requires a significant aspect of the...  <small>Students are working to analyze the following text...</small></p> <p style="text-align: center;">Document</p>	<p><b>Smarter Balanced Connections Playlist: High School Revision</b></p> <p><input type="checkbox"/> Grade 9, 10, 11, 12</p> <p><i>Dec 14, 2016</i> — Connections Playlists are intended to assist educators in advancing student learning and growth. By considering interim assessment results</p>	<p>👁 877</p> <p>⬇ 262</p> <p>★ ★ ★ ☆ ☆ (1)</p>
<p>along...</p>		
<p>Instructional Learning Series Grade 8--Read Informational Texts Playlist</p> <p style="text-align: center;">Document</p>	<p><b>Grade 8--Read Informational Texts Playlist</b></p> <p><input type="checkbox"/> 🏠 Grade 8</p> <p><i>Feb 3, 2017</i> — The Digital Library Instructional Learning Series links Smarter Balanced Digital Library resources with content from Interim Assessment Blocks. The</p>	<p>👁 635</p> <p>⬇ 92</p> <p>☆☆☆☆ (0)</p>

# Smarter Balanced Connections Playlist: Grade 8 Write and Revise Narratives

PLAYLIST

➤ Add to Favorites

Author: [Smarter Balanced](#) | Owner: [Smarter Balanced](#)

Contributor: [Playlist Publisher](#)

ELA/Literacy Grade 8 | **Standard 2. Writing** | **Target 1. Write and Revise Narrative Draft Ideas**

Library

## Connections Playlist

The following topic/theme descriptors describe what students know and are able to do when they are above, near, and below the target level. Included are differentiated instructional resources that support learning by engaging students in the formative assessment process.

Topic/Theme	Above	Near	Below	Resource
<b>Beginnings</b>	Write or revise a beginning that introduces characters/narrator, context (e.g., situation/conflict, setting), and/or point of view that engages the reader.	Write or revise a beginning that introduces characters/narrator, setting, conflict and/or point of view.	Write or revise a beginning that includes some information about characters/narrator, setting, and/or conflict.	<a href="#">Juicy Introductions to Start Your Narrative-- Delectable Beginnings to Start Your Story</a>
<b>Endings</b>	Write or revise an ending that provides clear closure, resolution and/or reflection on the narrative experience.	Write or revise an ending that provides closure, resolution, and/or some reflection for the narrative experience.	Write or revise an ending that provides some sense of closure.	<i>Future Resource</i>
<b>Transitions</b>	Include or identify a variety of transitional strategies that clarify sequence/pacing/shifts for events and provide coherence.	Include or identify transitions that clarify sequence and pacing of events.	Include or identify some transitions to show a basic sequence of events.	<a href="#">Training on Transitions</a>
<b>Descriptive Language</b>	Include or identify descriptive and sensory details, and/or figurative language to develop ("show") multiple narrative elements (e.g., character, situation/conflict, setting, pacing, point of view) and help the	Include or identify descriptive and sensory details, and/or figurative language to develop ("show") some narrative elements (e.g., character, conflict, setting, point of view) and help the reader	Include or identify some descriptive and sensory details, and/or figurative language that attempt to develop ("tell about") some narrative elements (e.g., character, conflict, setting, point of view).	<a href="#">Writing With the Walking Dead: Using Descriptive Language in Narrative Writing</a>

# Contact Information

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