Five Things You Must Know About Smarter Balanced This Year

Location: Helena, Montana
Zoom Meeting Features

Meeting Topic: Glenna Emel's Zoom Meeting
Host: Glenna Emel
Invitation URL: https://psu.zoom.us/j/165772946
Participant ID: 28

Features:
- Join Audio
- Share Screen
- Invite Others
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-Specific Shortened Form Test Blueprint
3) A Balanced System of Assessments
4) Interpreting Data
5) Remote Options, Medical Exemptions, & Waivers
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. 3-5.
1) Waivers
   i. 2020-21 strategic waivers for testing, accountability, and reporting flexibility

2) Montana-Specific Shortened Form
   i. Blueprint Changes

3) Extension of Testing Windows
   i. Extensions sought where possible
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 need.

“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 of support.” (Domaleski & Marion, 2021, pp. 14-15).
2. Montana-Specific Shortened Form Test Blueprint
## 2019 ELA Testing Times

<table>
<thead>
<tr>
<th>Grade</th>
<th>State 1</th>
<th>Montana</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avg 80th</td>
<td>Avg 80th</td>
</tr>
<tr>
<td>3</td>
<td>4:25 6:00</td>
<td>3:06 4:12</td>
</tr>
<tr>
<td>4</td>
<td>4:47 6:28</td>
<td>2:55 3:56</td>
</tr>
<tr>
<td>5</td>
<td>4:42 6:14</td>
<td>3:00 3:56</td>
</tr>
<tr>
<td>6</td>
<td>4:16 5:38</td>
<td>3:04 3:59</td>
</tr>
<tr>
<td>7</td>
<td>3:48 4:57</td>
<td>2:45 3:37</td>
</tr>
<tr>
<td>8</td>
<td>3:48 5:02</td>
<td>2:33 3:23</td>
</tr>
</tbody>
</table>

- Testing times compared on average and at 80th percentile for time.
- 2018-19 Summative Assessment
## 2019 Math Testing Times

<table>
<thead>
<tr>
<th>Grade</th>
<th>State 1 Avg</th>
<th>State 1 80th</th>
<th>MT Avg</th>
<th>MT 80th</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2:40</td>
<td>3:34</td>
<td>1:48</td>
<td>2:22</td>
</tr>
<tr>
<td>4</td>
<td>2:54</td>
<td>3:54</td>
<td>1:45</td>
<td>2:17</td>
</tr>
<tr>
<td>5</td>
<td>3:18</td>
<td>4:23</td>
<td>2:07</td>
<td>2:48</td>
</tr>
<tr>
<td>6</td>
<td>2:51</td>
<td>3:40</td>
<td>2:09</td>
<td>2:45</td>
</tr>
<tr>
<td>7</td>
<td>2:18</td>
<td>3:01</td>
<td>1:40</td>
<td>2:09</td>
</tr>
<tr>
<td>8</td>
<td>2:35</td>
<td>3:23</td>
<td>1:46</td>
<td>2:16</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>State 1</th>
<th>Montana</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Pause</td>
<td>One or More Pauses</td>
</tr>
<tr>
<td>3</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>4</td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>5</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>6</td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>7</td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td>8</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>Test Blueprint</td>
<td>Total Testing Times for ELA and Math</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Full Form (Traditional/Previous Test)</td>
<td>5-6 Hours</td>
<td></td>
</tr>
<tr>
<td>Montana-Specific Short Form (New Test)</td>
<td>3-4 Hours</td>
<td></td>
</tr>
</tbody>
</table>
3. A Balanced System of Assessments
• 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 coaches
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

Resources and data to support teaching and learning

FORMATIVE ASSESSMENT PRACTICES

STATE STANDARDS

COLLEGE AND CAREER READY

SUMMATIVE ASSESSMENTS

INTERIM ASSESSMENTS
The Instructional Cycle

Review the Standards

Report

Align Curriculum

Assess

Data-Driven Instruction

Summative

Interim & formative processes

Roadmap

A Balanced Assessment
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)

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.

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
3. Accessibility instructional strategies.
4. Interpreting Data
State/district reports will remain the same.

- Claim level scores
- Target level scores
Individual Student Reports

- Overall score
- Claim Scores
- No Target Level Scores
- Emphasis on multiple measures of data
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. Remote Options, Medical Exemptions, & Waivers
Remote Administration

No remote administration in Montana

• Equity of learning environment
• Access to technology
• Privacy of the home
Medical Exemptions
Montana 2020-2021 Strategic Waiver: Public Comment Survey

The "Public Comment Survey" is organized around the following sections to address (1) Profile Information, (2) Adequate Notice, (3) State Testing Waiver, (4) Training and Technical Assistance, (5) Accountability Waiver, (6) Reporting Waiver, (7) Fiscal Impacts, and (8) Closing. The questions in Survey Sections 2-8 are optional so you may answer a select few or all questions based on your interest. Click the "Submit" at the end when you are finished to record and finalize your submission. There are 44 unique questions in total.
Top Five

1) The Value of Data
2) Montana-Specific Shortened Form Test Blueprint
3) A Balanced System of Assessments
4) Interpreting Data
5) Remote Options, Medical Exemptions, & Waivers
Peer-to-Peer Discussions

1) What questions arise?
2) Which of the five areas are you most excited to implement?
Whole Group Discussion
2021 ASSIST Conference

Annual Data and Assessment Conference
Join us in celebrating over 16 years of excellence!

Who Should Attend?
System Test Coordinators • Superintendents
Principals • District & Curriculum Directors
Educators • Other interested members

When and Where is the Event:
The event will be conducted virtually using Zoom software. The virtual conference will begin at 8:00 AM each day and conclude at 3:30 PM. There will be five 60-minute sessions, two networking times, and breaks scheduled throughout the day. Each session will offer three different strands with unique content to choose from.

Save-The-Date
ASSIST Conference via Zoom
January 28–29, 2021

- Registration closes January 22, 2021.
- The registrant must complete this online Registration Form to attend.
Thank You
For Attending the January MontCAS Webinar!

OPI Assessment Help Desk
Montana Office of Public Instruction
Phone: 844-867-2569
E-mail: OPIAssessmentHelpDesk@mt.gov
Reference List


### Montana’s ELA Reporting Categories

#### Smarter Balanced English Language Arts/Literacy Claims

<table>
<thead>
<tr>
<th>Overall Claim for Grades 3–8</th>
<th>Students can demonstrate progress toward college and career readiness in English language arts and literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Claim 1: Reading</strong></td>
<td>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</td>
</tr>
<tr>
<td><em>Claim 2: Writing</em></td>
<td>Students can produce effective writing for a range of purposes and audiences.</td>
</tr>
<tr>
<td><strong>Claim 3: Listening</strong></td>
<td>Students can employ effective speaking and listening skills for a range of purposes and audiences.</td>
</tr>
<tr>
<td><em>Claim 4: Research</em></td>
<td>Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</td>
</tr>
</tbody>
</table>

| **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. |