

Making Connections: Assessment, Accountability and Goal Setting

- **Overview of Assessments**
- **Smarter Balanced Assessment System**
- **Using Data to Inform SLOs**
- **Using Data to Inform Principal Evaluation**
- **Fitting it All Together**

Overview of Assessments

Data Location

ORS (Smarter) ▲

- Other options for ELA and math

SDAP (eMetric) ◆

- Interactive Data
- Student Reports

SD-STARS ☆

- Multiple Reports

Infinite Campus ●

- Basic Score Info
- No Parent Reports

Optional Assessments

☆ NCRC
ACT

◆ Classroom

☆ Accuplacer

◆ Course
Equivalency

☆ AIMSweb
DIBELS

Required Assessments

▲ SBAC
◆ ☆ ●

◆ ☆ ● MSAA

◆ ☆ ● D-STEP
Science

◆ ☆ ● Alt
Science

ACCESS
2.0

NAEP

ACCESS
Alt

Data Analysis

- Blueprints
- Threshold Descriptors
- Achievement Level Descriptors

Goals

Teacher Goal

- Review Data
- SLO
- Teacher Effectiveness

Monitor Progress

- Interim Assessment
- Digital Library

School Goal

- Review Data
- Principal Goal
- Principal Effectiveness

Formative

- Digital Library
- Daily SLO Focus
- Formative Walkthroughs
- Ongoing Conversations

Interim

- Interim Assessments
- SLO Pre-Assessment
- SLO Progress Check
- Student Growth (SLO)
- Informal/Formal Observations & Conferences

Summative

- Summative Assessments
- SLO Post-Assessment
- Summative Evaluations
- Report Card

Frequently

Intermittently

The Smarter Balanced Assessment System

A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter Balanced gives educators information and tools **to improve teaching and learning.**



DIGITAL LIBRARY

An online collection of thousands of educator-created classroom tools and resources



INTERIM ASSESSMENTS

Optional and flexible tests given throughout the year to help teachers monitor student progress



SUMMATIVE ASSESSMENTS

Year-end assessments for grades 3–8 and 11 with a computer adaptive test and performance tasks in math and ELA



The Summative Assessment

The Smarter Balanced Summative Assessment is Designed to...

- **Examine how well the student can apply what has been learned as a result of instruction.**
- **Provide information for a grade, class, or sub-group at the claim level as one piece of evidence related to instructional effectiveness.**

The Smarter Balanced Summative Assessment is **NOT**...

- **A diagnostic assessment.**
- **Designed to drill down to specific standards for individual student reporting.**

How is the Summative Data Used?

Accountability/Report Card

Academic Growth

Achievement

College Readiness

Prioritizing Learning Content for SLOs

Principal Effectiveness

School Growth Goal

PE Domain 1 – Vision and Goals

PE 2.1 – Effective Use of Data to Support Instruction

Student Achievement

Percent of students scoring proficient or higher in English Language Arts and Math;
both current-year and multi-year results

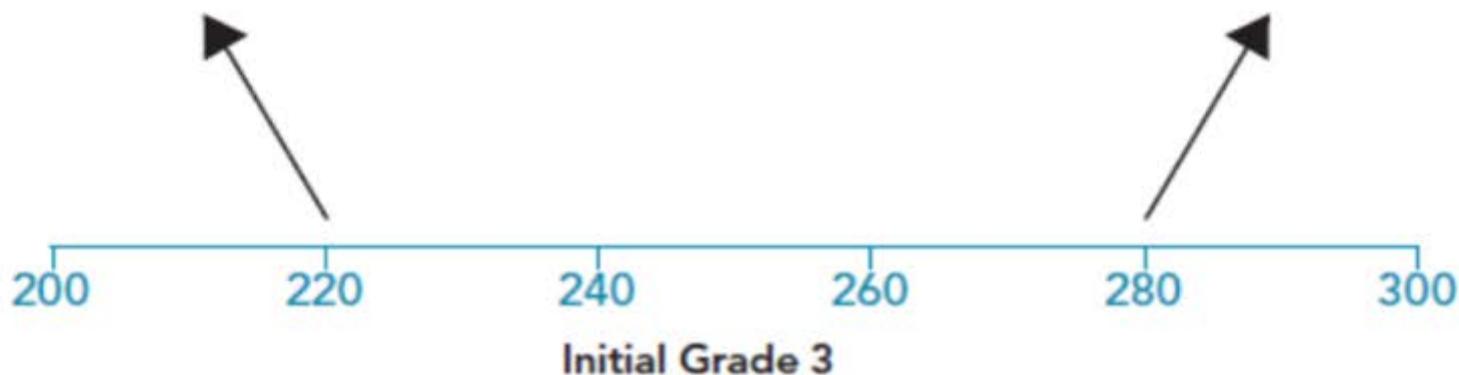
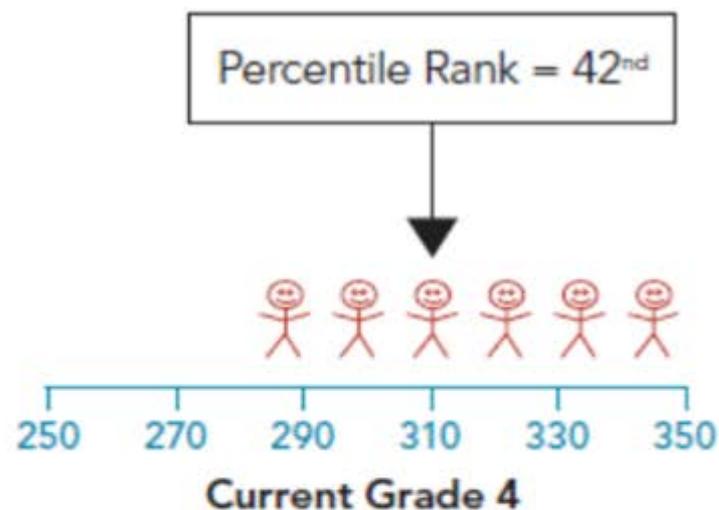
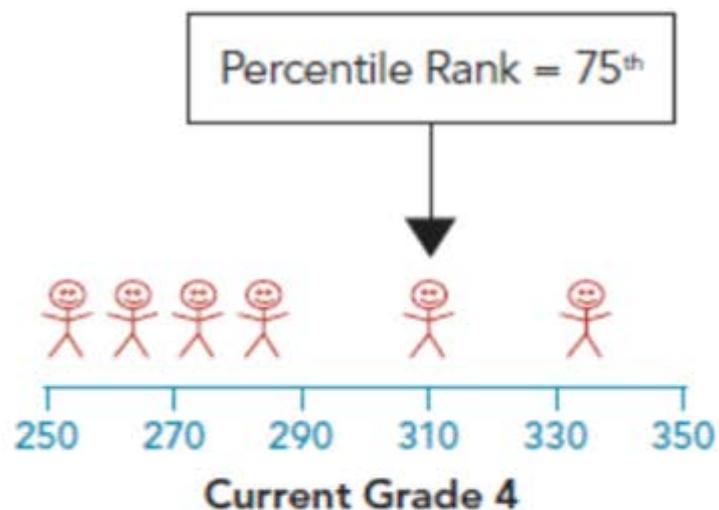
Academic Growth

Rolled out fall 2016, will compare growth of students to their academic peers and return a designation of whether students are meeting the growth standard or not

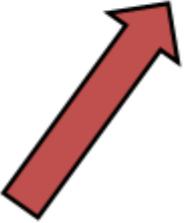
College Readiness

An additional way (besides ACT or Accuplacer) that students can show they have met the bar of college readiness

Illustration of a Heuristic Approach to Computing Student Growth Percentiles



Meeting Standard:

Keeping Up	
Catching Up	
Very High Growth	



Welcome District Administrators

This page provides access to AIR systems, assessment manuals, training resources, and other South Dakota Smarter Balanced Assessment resources.

Announcements

- The Help Desk is available to answer questions about the South Dakota Smarter Balanced Assessment systems:

South Dakota Smarter Balanced Assessment Help Desk

Phone:	1-855-838-8378
Email:	SDHelpDesk@air.org
Hours:	Monday-Friday 6 a.m.-6 p.m. CT
	Monday-Friday 5 a.m.-5 p.m. MT

Added February 29, 2016

- As part of some follow-up tasks related to last weekend's scheduled maintenance, the SD Smarter Balanced Assessment systems may be offline intermittently from 12:00am-6:00AM ET on October 31, 2015.

Added October 30, 2015

- South Dakota and AIR are working to resolve the issues with the automated student nightly file process in TIDE.


TIDE
🔒


Practice & Training Test Administration
🔒


Test Administration
🔒


Online Reporting System
🔒


Assessment Viewing Application
🔒


Interim Teacher Hand Scoring System
🔒


District Administrator Resources


Interim & Practice Classroom Activities


Test Administrator Certification
🔒

Score Reports

Score Reports at District, School, Teacher Levels

Student Reports

Claims Reports

Target Reports

Interactive, longitudinal starting with 15-16 results

- **Achievement Level**
- **Claims Level**
- **Target Level**

- <http://doe.sd.gov/octe/SMARTERbalanced.aspx>
 - Blueprints
 - Threshold Descriptors
 - Achievement Level Descriptors
 - User Guides
 - Video Tutorials

- **Smarter Online Reporting System (ORS)**
 - Interactive Reports for Achievement Levels, Claims, and Targets
 - Parent Reports
- **SDAP**
 - Interactive Data Related to Demographics and Results
 - Parent Reports
- **SD-STARS**
 - Multiple Reports
- **Infinite Campus**
 - Basic Score Info
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Interim Assessments

**Online, flexible, open, used
for actionable feedback**

Designed to support teaching and learning throughout the year by providing:

- **Meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments; and**
- **Assessments of the State Math and ELA Standards, which can be used at strategic points during the school year.**

Interim Comprehensive

- **Similar experience to the summative test that can be administered any time prior to summative window opening**
- **Requires teachers to hand score constructed response items using available rubrics**
- **Scores are reported in the same manner as summative test scores**

Interim Blocks

- **Short, focused sets of items that look at specific targets included in summative assessment**
- **Reporting is based on three levels: below standard; at/near standard; above standard**
- **Standard by Standard Reports available in ORS**

- **Online Reporting System**
 - **Summaries for a school, grade, teacher at the claims level**
 - **Student level reports at the standard level**

Fractions

1. Understand decimal notation for fractions, and compare decimal fractions. Understand the place value system. Apply and extend previous understandings of numbers to the system of rational numbers. - Point(s) Possible: 1 Point
2. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. - Point(s) Possible: 1 Point
3. Use the technique of breaking an argument into cases. - Point(s) Possible: 1 Point
4. Extend understanding of fractions equivalence and ordering. - Point(s) Possible: 1 Point
5. Extend understanding of fractions equivalence and ordering. - Point(s) Possible: 1 Point
6. Extend understanding of fractions equivalence and ordering. - Point(s) Possible: 1 Point
7. Extend understanding of fractions equivalence and ordering. - Point(s) Possible: 1 Point

The Digital Library

**Suite of tools and resources that
support classroom-based
formative assessment practices**

- **Deliberate Process**
- **During Instruction**
- **Actionable Feedback**
- **Adjust Teaching and Learning Strategies**
- **Attributes**
 - Clarify Intended Learning
 - Elicit Evidence
 - Interpret Evidence
 - Act on Evidence

- **Professional Learning and Instructional Resources for educators**
- **Aligned with State Standards**
- **Resources Support all Aspects of the Formative Assessment Process**
- **Created by Educators for Educators with built-in Quality Control**

Using Data to Inform SLOs

- *Review data sources to identify student's strengths and weaknesses. (1b, 1f)*
- Review data from this course from previous years
- Teachers of tested grade levels (3-8,11) and subjects (ELA, math and science) should review state assessment data as one source to assist in selecting priority content and standards upon which to base the SLO.
- Review data in vertical teams. (e.g. HS Algebra I connect with 8th grade math and Algebra II teachers; 3rd grade teacher connects with 4th and 5th grade teachers)
- List data sources and summarize student baseline performance and attach additional data if necessary.

- *Identify the standards and content. (1b, 1f)*
- Where does the data indicate we should focus?
- What key ideas need to be addressed?
- What is the most important learning that needs to occur during the instructional period?
- How does your selected priority content fit into the scope and sequence of this course?

trends

- Are there any discernible trends in strengths and weaknesses?
- Across grade levels? Content areas? Standards?

standards

- What standards , claims, or targets encompass the areas of concern?
- What curriculum and materials are usually used to teach these standards?

instruction

- What instructional strategies are generally used to teach this content?
- Does the instruction match the expectation of the standards and how they will be assessed?

ELA Scale	ELA	Reading	Writing	Listening &	Research &
2518±22	Level 4	Above Standard	Above Standard	At or Near Standard	Above Standard
2426±22	Level 2	At or Near Standard			
2515±22	Level 4	Above Standard	Above Standard	At or Near Standard	At or Near Standard
2444±23	Level 3	At or Near Standard	At or Near Standard	Above Standard	At or Near Standard
2360±24	Level 1	Below Standard	Below Standard	At or Near Standard	Below Standard
2380±24	Level 2	At or Near Standard	Below Standard	At or Near Standard	Below Standard
2351±24	Level 1	Below Standard	Below Standard	At or Near Standard	At or Near Standard
2505±23	Level 4	Above Standard	At or Near Standard	Above Standard	At or Near Standard
2374±25	Level 2	Below Standard	At or Near Standard	At or Near Standard	At or Near Standard
2475±23	Level 3	Above Standard	At or Near Standard	Above Standard	At or Near Standard
2399±25	Level 2	At or Near Standard	At or Near Standard	Below Standard	At or Near Standard
2395±25	Level 2	At or Near Standard	At or Near Standard	At or Near Standard	Below Standard
2320±26	Level 1	Below Standard	Below Standard	Below Standard	Below Standard
2416±23	Level 2	At or Near Standard			
2441±23	Level 3	At or Near Standard	Above Standard	At or Near Standard	At or Near Standard
2431±22	Level 2	At or Near Standard	Below Standard	Above Standard	At or Near Standard
2375±25	Level 2	At or Near Standard	At or Near Standard	At or Near Standard	Below Standard
2427±23	Level 2	At or Near Standard			
2420±22	Level 2	At or Near Standard			
2423±25	Level 2	At or Near Standard	At or Near Standard	At or Near Standard	Below Standard



ELA/Literacy Summative Assessment Blueprint As of 2/9/2015

Target Sampling ELA/Literacy Grades 3–5

Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK ^{2,3}	CAT Items	Item Type		Total Items	
						Machine Scored	Short Text		
CAT	2. Writing	Organization/Purpose	1a/3a/6a: Write Brief Texts ⁸	3	3	0	0–1 ⁸	10	
			1b/3b/6b: Revise Brief Texts	2		0–2 ⁸	0		
		Evidence/Elaboration	1a/3a/6a: Write Brief Texts ⁸	3		0	0–1 ⁸		
			1b/3b/6b: Revise Brief Texts	2		0–2 ⁸	0		
			8: Language and Vocabulary Use ⁹	1, 2		2	0		
	Conventions	9: Edit/Clarify	1, 2	5	5	0			
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8	8	0		8
	4. Research	Research	2: Interpret and Integrate Information	2	6	6	0		6
			3: Analyze Information/Sources	2					
			4: Use Evidence	2					

Using SD Disaggregated Standards - sdccteachers.k12.sd.us

SD State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Text Types and Purposes	Grade level:	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Student Friendly Language:

- I can write a story that is real with a beginning, middle and end using sequence words.
- I can write a story that is imagined with a beginning, middle and end using sequence words.
- I can write a story using describing words.
- I can write a story with dialogue between the characters.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Dialogue • Real or imagined story 	Dialogue shows a character's thoughts and feelings.	Explain the difference between a real and imagined story.

Using Data to Inform Principal Evaluation

Sample Claims Level PE Goals

- **__ percentage of all students at Grade __ will achieve at/near standard or above standard in comprehending a range of increasingly complex literary and informational texts.**
- **__ percentage of all students at Grades __, __, __ will achieve at/near standard or above standard in explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency.**
- **__ percentage of students in the Gap Group at Grade_ will move from below standard to at/near standard when explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency.**

Sample Student Achievement Goals

- will increase the percentage of students scoring at a Level 3 or 4 in ELA from _____ % to _____ %, with a six-year goal of _____ %
- will decreasing the percentage of students in Math scoring at a Level 1 or 2 by _____ %.

Proficient

- Insures actions of teachers and leaders are **aligned to the school's goals, objectives and strategies.**

Distinguished

- Involves stakeholders in a **comprehensive diagnosis of school's strengths and weaknesses using appropriate data** and leads a collaborative process to develop annual goals.
- Ensures that the school's identity (vision, mission, goals, objectives, strategies) **actually drives decisions and informs the culture of the school.**

1.2 Reviewing and Monitoring for School Improvement

Proficient

- Implements collaborative processes for the **collection and analysis of data** about the school's progress for the periodic review and revision of the school's improvement plan.
- **Collects and analyzes data** at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning.
- **Utilizes data to modify organizational practices and procedures** for any goal in which sufficient progress has not been made.

Distinguished

- **Using data**, initiates changes to strategies to improve performance, school culture, and other conditions related to school success.
- **Collects and analyzes data monthly with the school's leadership team** to assess the organization's effectiveness in accomplishing the vision of learning and school goals.
- **Collects data to examine fidelity to strategies** in the school improvement plan.
- **Communicates school-wide goals** and actions frequently with all appropriate stakeholders.

Domain 1 PE to TE Comparison

Principal and Teacher Framework Comparison

Principal Effectiveness	Teacher Effectiveness	Rationale
Domain 1: Vision and Goals	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	
1.1 Shared vision for school and student success	1c. Setting instructional outcomes	All stakeholders collaboratively create a vision and strategic goals to insure continuous improvement. Aligned with district and school level vision and goals and the identified needs of students, teachers establish instructional goals within their classrooms. Principals work collaboratively with teachers to establish instructional goals and monitor progress toward those goals.
1.2 Reviewing and monitoring for School Improvement	1f. Designing student assessments 4a. Reflecting on teaching	Principals design and implement a collaborative process to collect data about the school's progress for the periodic review and revision of the school's vision. Principals and teachers work together with data to make necessary adjustments in organizational practices, procedures, and instructional strategies in order to accomplish the school's mission, vision and goals.

2.1 Effective Use of Data to Support Instruction

Proficient

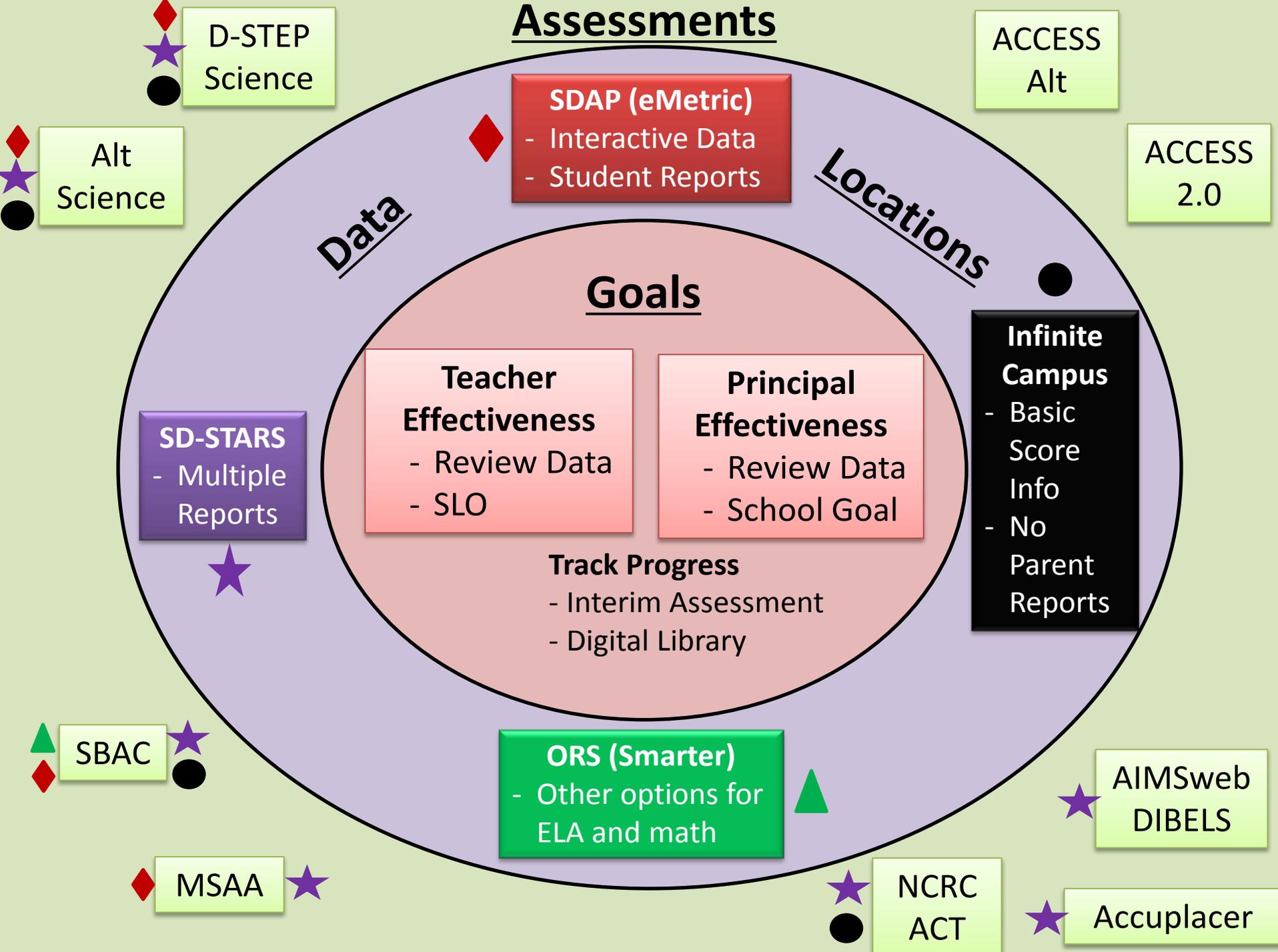
- Engages leadership team in implementation of **data driven SIP**.
- Connects instructional improvement to professional growth plans for school and teachers.
- Provides a systematic approach and supports to foster a **data-driven culture**.
- Provides targeted professional development based on individual teacher and school-wide data.

Distinguished

- Identifies innovational instructional practices and student interventions **based on data analysis**.
- Encourages teachers to analyze data to identify student misconceptions in order to revise instructional approaches as needed.

Fitting it All Together

Assessments



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ACCESS
Alt

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