

# Smarter Balanced Assessment

2017 Report to the Ridgefield Board of Education

presented by

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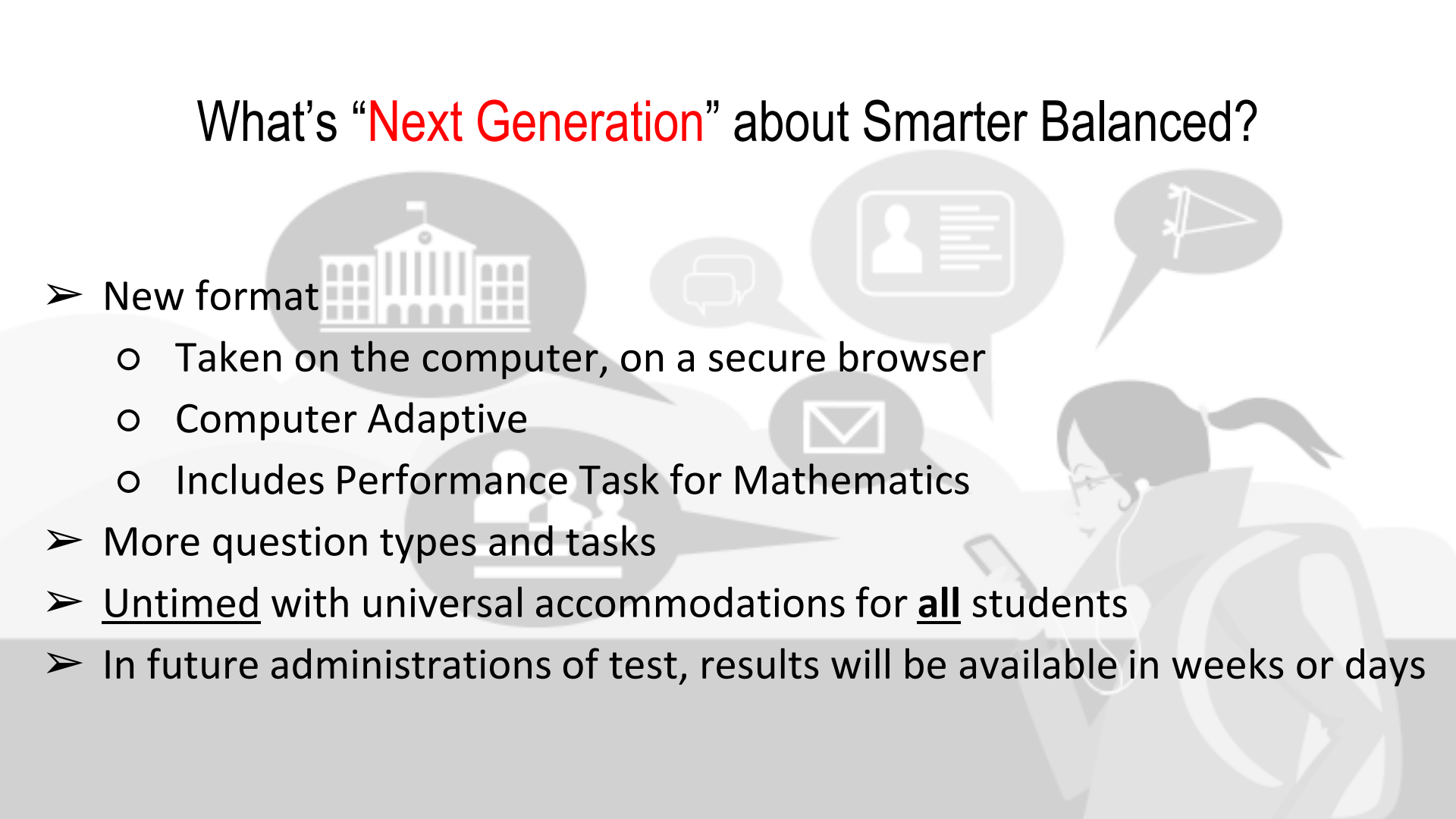


## A Quick Review

### ***The Smarter Balanced Assessment:***

- in 2015, replaced the CMT/CAPT for reading, writing, and mathematics
- served as Connecticut's annual, standardized test for students in grades 3 - 8 last spring
- assessed students regarding the 'newer', more challenging and rigorous CT Core Standards
- is required for students enrolled in all CT public schools
- is characterized as a "next-generation" assessment

# What's “Next Generation” about Smarter Balanced?

- New format
    - Taken on the computer, on a secure browser
    - Computer Adaptive
    - Includes Performance Task for Mathematics
  - More question types and tasks
  - Untimed with universal accommodations for **all** students
  - In future administrations of test, results will be available in weeks or days
- 

# Measuring Progress

The *Connecticut Core Standards* set learning expectations for what students should **learn and be able** to do at each grade level so that by the time they graduate from high school, they are ready to succeed in college and careers.

The Smarter Balanced assessments are designed to measure each **student's progress** toward meeting these expectations.



# Reporting the Results of Smarter Balanced Assessment

Overall scores in ELA and Mathematics are reported in **scale-score units**. Within the scale-score range, **four performance levels have been established**. Each performance level has correlated Achievement Level Descriptors. Scores fall between achievement level 1 (lowest) and achievement level 4 (highest).

<b>Level 4</b>	<b>Exceeds</b> the achievement standard
<b>Level 3</b>	<b>Meets</b> the achievement standard
<b>Level 2</b>	<b>Approaching</b> the achievement standard
<b>Level 1</b>	<b>Does not meet</b> the achievement standard

Note: These achievement levels have **no relationship** to CMT/CAPT levels used previously.

# Reporting the Results of Smarter Balanced Assessment

The Smarter Balanced overall scale scores fall along a continuous **vertical scale** (from approximately 2000 to 3000) that increases across grade levels. These scores can be used to **illustrate students' current level of achievement** and **their growth over time**. When aggregated, these scores can be used to describe school- or district-level changes in performance on the tests and can be used to measure gaps in achievement among different groups of students.

## Smarter Balanced Achievement Levels and Scale Score Ranges

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Mathematics</b>						
Level 4	2501-2621	2549-2659	2579-2700	2610-2748	2635-2778	2653-2802
Level 3	2436-2500	2485-2548	2528-2578	2552-2609	2567-2634	2586-2652
Level 2	2381-2435	2411-2484	2455-2527	2473-2551	2484-2566	2504-2585
Level 1	2189-2380	2204-2410	2219-2454	2235-2472	2250-2483	2265-2503
<b>ELA</b>						
Level 4	2490-2623	2533-2663	2582-2701	2618-2724	2649-2745	2668-2769
Level 3	2432-2489	2473-2532	2502-2581	2531-2617	2552-2648	2567-2667
Level 2	2367-2431	2416-2472	2442-2501	2457-2530	2479-2551	2487-2566
Level 1	2114-2366	2131-2415	2201-2441	2210-2456	2258-2478	2288-2486

## Achievement Level Descriptors (ALDs)

Level	Grades 3-5 Achievement Level Descriptors for English language arts/Literacy or Mathematics
Level 4	<p><b>Exceeds the Achievement Standard:</b> The student <b>has exceeded the achievement standard</b> for ELA/Mathematics expected for this grade. Students performing at this level are demonstrating <b>advanced progress toward mastery</b> of ELA/Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.</p>
Level 3	<p><b>Meets the Achievement Standard:</b> The student has <b>met the achievement standard</b> for ELA/Mathematics expected for this grade. Students performing at this level are <b>demonstrating progress toward mastery</b> of ELA /Mathematics knowledge and skills. <b>Students performing at this level are on track for likely success in the next grade.</b></p>
Level 2	<p><b>Approaching the Achievement Standard:</b> The student has <b>nearly met the achievement standard</b> for ELA/Mathematics expected for this grade. Students performing at this level <b>require further development toward mastery</b> of ELA/Mathematics knowledge and skills. Students performing at this level <i>will likely need support to get on track</i> for success in the next grade.</p>
Level 1	<p><b>Does Not Meet the Achievement Standard:</b> The student <b>has not yet met the achievement standard</b> for ELA/Mathematics expected for this grade. Students performing at this level in <b>require substantial improvement toward mastery</b> of ELA/Mathematics knowledge and skills. Students performing at this level <i>will likely need substantial support to get on track</i> for success in the next grade.</p>

## Achievement Level Descriptors (ALDs)

Level	Grades 6 - 8 Achievement Level Descriptors for English language arts/Literacy or Mathematics
Level 4	<b>Exceeds the Achievement Standard:</b> The student <b>has exceeded the achievement standard</b> for ELA/Mathematics expected for this grade. Students performing at this level are <b>demonstrating advanced progress toward mastery</b> of ELA/Mathematics knowledge and skills. Students performing at this level are on track for likely success in in high school and college coursework or career training.
Level 3	<b>Meets the Achievement Standard:</b> The student has <b>met the achievement standard</b> for ELA/Mathematics expected for this grade. Students performing at this level are <b>demonstrating progress toward mastery</b> of ELA/Mathematics knowledge and skills. <b>Students performing at this level are on track for likely success in high school and college coursework or career training.</b>
Level 2	<b>Approaching the Achievement Standard:</b> The student has <b>nearly met the achievement standard</b> for ELA/Mathematics expected for this grade. Students performing at this level <b>require further development toward mastery</b> of ELA/Mathematics knowledge and skills. Students performing at this level <b>will likely need support to get on track</b> for success in high school and college coursework or career training.
Level 1	<b>Does Not Meet the Achievement Standard:</b> The student has <b>not yet met the achievement standard</b> for ELA/Mathematics expected for this grade. Students performing at this level in <b>require substantial improvement toward mastery</b> of ELA/Mathematics knowledge and skills. Students performing at this level <b>will likely need substantial support</b> to get on track for success in high school and college coursework or career training.



## Sample Grade 5 Individual Student Report



Student Name: **Jonathan Doe**  
Grade: **05**  
Date of Birth: **05/20/2005**  
SASID: **1234567891**

School: **Demo Elementary School**  
District: **Demo District**  
Test Year: **2017**

### Connecticut Smarter Balanced Summative Assessment Results

The 2017 Connecticut Smarter Balanced Summative Assessments are administered to students in grades 3 – 8 in English Language Arts (ELA)/Literacy and Mathematics. This report shows Jonathan's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Connecticut has a comprehensive plan for college and career readiness that includes challenging academic standards and assessments to measure student progress. Results from the Connecticut Smarter Balanced Summative Assessments are only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

#### Scale Scores and Performance Levels

Overall scores from ELA/Literacy and Mathematics tests are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

#### English Language Arts/Literacy

Jonathan's overall ELA/Literacy scale score is reported as well as the associated performance level. The school and district average scale scores are also reported for comparative purposes. The ELA/Literacy test assesses mastery of grade-level English language arts and Literacy in three areas of knowledge and skills aligned to the Connecticut Core Standards.

#### Three Areas of Knowledge and Skills

##### 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.

#### Mathematics

Jonathan's overall Mathematics scale score is reported as well as the associated performance level. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses mastery of grade-level mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

#### Three Areas of Knowledge and Skills

##### Concepts and Procedures

Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

##### Problem Solving and Modeling & Data Analysis

Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

##### Communicating Reasoning

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

#### Frequently Asked Questions

**Where can I find more information about Connecticut academic standards and state assessments?**

Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education Web site ([www.ct.gov/sde](http://www.ct.gov/sde)).

**What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?**

Each area is based on a summary statement about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall score.

**Where can I find more information about the Smarter Balanced Assessment System?**

Information about the Smarter Balanced Assessment System is available at [www.smarterbalanced.org](http://www.smarterbalanced.org).

**Areas of Knowledge and Skills** identify the expectations for what students know and can do as demonstrated by their performance on subsets of the Smarter Balanced assessment

Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.



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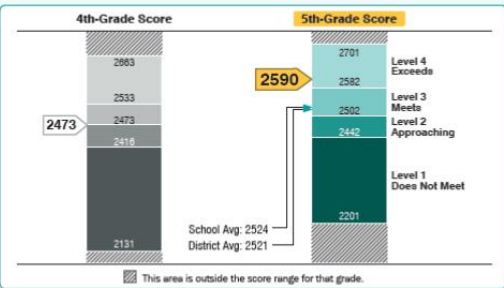
**Performance Indicator** provides general indication of where students have strengths and weaknesses in learning within each subject area

**Jonathan's ELA/Literacy Score for 2017**

**2590**  
**Level 4 Exceeds**

Jonathan has exceeded the achievement standard for English language arts and literacy expected for this grade. Students performing at this standard are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

Areas of Knowledge and Skill	Performance
Reading	Above Standard
Listening	Approaching Standard
Writing and Research/Inquiry	Above Standard



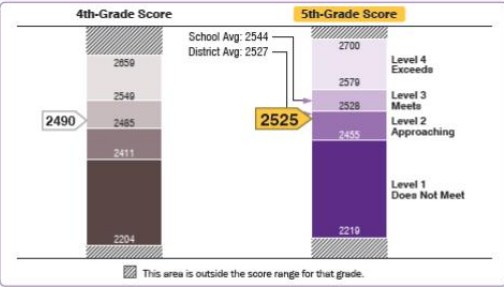
A student's test scores can vary if tests are taken several times. If Jonathan were tested again on ELA/Literacy, the new scale-score would probably fall between 2580 and 2600.

**Jonathan's Mathematics Score for 2017**

**2525**  
**Level 2 Approaching**

Jonathan has nearly met the achievement standard for Mathematics expected for this grade. Students performing at this standard require further development toward mastery of Mathematics knowledge and skills. Students performing at this standard will likely need support to get on track for success in the next grade.

Areas of Knowledge and Skill	Performance
Concepts and Procedures	Below Standard
Problem Solving and Modeling & Data Analysis	Approaching Standard
Communicating Reasoning	Approaching Standard



A student's test scores can vary if tests are taken several times. If Jonathan were tested again on Mathematics, the new scale-score would probably fall between 2513 and 2537.

## District Theory of ACTION

*If* we develop and sustain **collaborative practices** in an **engaging** and **inclusive** environment that emphasize **high expectations** and **continued growth** for ALL, *then* all students will be prepared for their future in college, career, and global citizenship.

<b>2017 Participation Rates</b>		
<b>All Tested Grades by School</b>	<b>English Language Arts</b>	<b>Mathematics</b>
Barlow Mountain (grades 3 - 5)	94.2%	93.5%
Branchville (grades 3 - 5)	99.4%	99.4%
Farmingville (grades 3 - 5)	99.5%	99.5%
Ridgebury (grades 3 - 5)	97.7%	97.7%
Scotland (grades 3 - 5)	97.5%	97.5%
Veterans Park (grades 3 - 5)	97.6%	97.0%
East Ridge (grades 6 - 8)	97.5%	97.2%
Scotts Ridge (grades 6 - 8)	94.6%	94.0%
Districtwide (grades 3 - 8 )	96.9%	96.6%

## **THE IMPORTANCE OF PARTICIPATION**

The federal requirement for participation in state standardized testing is 95%. Participation rates are factored into the Connecticut State Department of Education's Accountability System.

# How did RPS Perform on Smarter Balanced?

<b>Ridgefield School District</b>	<b>ELA</b> <b>(All grades combined - 3-8)</b>		<b>Math</b> <b>(All grades combined - 3-8)</b>	
	2015-16 % Level 3 or above	2016-17 % Level 3 or above	2015-16 % Level 3 or above	2016-17 % Level 3 or above
	82.4%	79.6%	70.5%	69.8%
<b>State of CT</b>	55.6%	54.2%	44.0%	45.6%

# English Language Arts Performance by Grade by Level

Grade	Percent at Level 1: <i>Does Not Meet the Achievement Level</i>		Percent at Level 2: <i>Approaching the Achievement Level</i>		Percent at Level 3: <i>Meets the Achievement Level</i>		Percent at Level 4: <i>Exceeds the Achievement Level</i>		Percent at Level 3 & 4: <i>Meets or Exceeds the Achievement Level</i>	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
3	6	4	8	12	22	27	64	57	86	84
4	6	6	10	10	22	25	63	60	84	85
5	5	5	7	10	26	28	62	56	88	85
6	9	6	14	18	37	38	40	38	77	76
7	7	7	15	16	39	38	40	39	79	77
8	4	8	16	19	48	43	33	31	81	74
District	6	6	12	14	33	34	50	46	82	80

# ELA District Comparisons

**ALL GRADES Tested**  
**% of Students at Level 3 & 4**

	CT All districts	Darien	Easton	New Canaan	Redding	<b>Ridgefield</b>	Weston	Westport	Wilton
<b>% 2017</b>	<b>54</b>	<b>85</b>	<b>85</b>	<b>88</b>	<b>76</b>	<b>80</b>	<b>74</b>	<b>81</b>	<b>76</b>
% 2016	56	87	83	83	79	82	79	82	80

<b>2017 Comparable Districts RANGE : 74 - 88</b>	<b>DIFFERENCE: 14</b>	<b>AVERAGE: 81</b>
<b>2016 Comparable Districts RANGE : 79-87</b>	<b>DIFFERENCE: 8</b>	<b>AVERAGE: 82</b>

# Meeting the Needs of ALL Learners

## ELA Comparisons

### ALL TESTED GRADES % at Level 3 or Level 4

<b>Group</b>	<b>2016</b>	<b>2017</b>
<b>ALL RPS students</b>	82%	<b>80%</b>
<b>RPS SWD</b>	34%	<b>35%</b>
<b>CT SWD</b>	16%	<b>15%</b>

**Students with Disabilities (SWD)**



# Mathematics Performance by Grade by Level

Grade	Percent at Level 1: <i>Does Not Meet the Achievement Level</i>		Percent at Level 2: <i>Approaching the Achievement Level</i>		Percent at Level 3: <i>Meets the Achievement Level</i>		Percent at Level 4: <i>Exceeds the Achievement Level</i>		Percent at Level 3 & 4: <i>Meets or Exceeds the Achievement Level</i>	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
3	6	5	14	16	36	37	44	42	80	79
4	3	3	18	20	40	31	39	45	79	77
5	12	6	23	24	27	25	39	44	65	70
6	13	11	30	27	28	24	29	39	57	62
7	8	10	18	22	32	31	43	36	74	67
8	11	13	20	21	25	28	45	38	70	66
District	9	8	21	22	31	29	40	41	71	70

# Mathematics District Comparisons

## ALL GRADES Tested % of Students at Level 3 & 4

	CT All districts	Darien	Easton	New Canaan	Redding	<b>Ridgefield</b>	Weston	Westport	Wilton
<b>2017 %</b>	<b>46</b>	<b>81</b>	<b>75</b>	<b>85</b>	<b>75</b>	<b>70</b>	<b>73</b>	<b>74</b>	<b>69</b>
2016 %	44	82	77	79	74	71	72	74	67

<b>2017 Comparable districts RANGE : 69 - 85</b>	<b>DIFFERENCE: 16</b>	<b>AVERAGE: 75</b>
<b>2016 Comparable districts RANGE : 67-82</b>	<b>DIFFERENCE: 15</b>	<b>AVERAGE: 75</b>

# Meeting the Needs of ALL Learners

## Mathematics Comparison

### ALL TESTED GRADES % at Level 3 or Level 4

<b>Group</b>	<b>2016</b>	<b>2017</b>
<b>ALL RPS students</b>	<b>71%</b>	<b>70%</b>
<b>RPS SWD</b>	<b>18%</b>	<b>23%</b>
<b>CT SWD</b>	<b>10%</b>	<b>11%</b>

**Students with Disabilities (SWD)**

## Rough Cohort Data

In the “**Rough Cohort**” **Change** approach, it is a comparison of the proficiency rate of the current year’s performance to that of last year’s performance. For example, a comparison of grade 4 in 2017 would be made to that of grade 3 in 2016.

Note: If a district experiences little student mobility and almost all students are promoted from one grade to the next each year, most of the students will be the same across years. However, if a district experiences high student mobility, a greater percentage of students across the two years will be different.

# Rough Cohort Data testing year 2016 to testing year 2017

Grade	<b>ELA</b>		Δ
	Percent at Level 3 & 4: <i>Meets or Exceeds the Achievement Level</i>		
	2016	2017	
3	86	84	
4	84	85	-1%
5	88	85	+1%
6	77	76	-12%
7	79	77	0
8	81	74	-5%

Grade	<b>MATH</b>		Δ
	Percent at Level 3 & 4: <i>Meets or Exceeds the Achievement Level</i>		
	2016	2017	
3	80	79	
4	79	77	-3%
5	65	70	-9%
6	57	62	-3%
7	74	67	+10%
8	70	66	-8%

<b>Grade</b>	<b>Subject</b>	<b>Avg. VSS 2016</b> VSS = vertical scale score	<b>Avg. VSS 2017</b> VSS = vertical scale score	<b>2016 to 2017 <math>\Delta</math></b>	<b>Rough Cohort Avg. VSS <math>\Delta</math></b>
<b>3</b>	<b>ELA</b>	2507	2501	- 6	
	Math	2487	2488	+ 1	
<b>4</b>	<b>ELA</b>	2548	2548	0	<b>+ 41</b>
	Math	2529	2536	+ 7	+ 49
<b>5</b>	<b>ELA</b>	2593	2586	- 7	<b>+ 38</b>
	Math	2550	2563	+ 13	+ 34
<b>6</b>	<b>ELA</b>	2584	2587	+ 3	<b>- 6</b>
	Math	2563	2581	+ 18	+ 31
<b>7</b>	<b>ELA</b>	2617	2614	- 3	<b>+ 30</b>
	Math	2611	2603	- 8	+ 40
<b>8</b>	<b>ELA</b>	2632	2616	- 16	<b>- 1</b>
	Math	2632	2619	- 13	+ 8

# CSDE Growth Model for Smarter Balanced

## Smarter Balanced Growth Report, 2016-17

Ridgefield School District, ELA and Math, All Grades, All Students

[Export .csv file](#)

District	Grade	Subject	Average Vertical Scale Score (VSS)					Average Percentage of Target Achieved
			Number of Matched Students	2015-16	2016-17	Gain	Growth Rate	
Ridgefield School District	4	ELA	340	2507	2548	41	52.9%	72.6%
		Math	340	2486	2535	49	52.6%	77.1%
	5	ELA	321	2549	2586	37	53.9%	71.1%
		Math	319	2531	2562	32	48.0%	69.3%
	6	ELA	387	2594	2586	-8	29.2%	39.8%
		Math	387	2552	2581	29	48.3%	65.4%
	7	ELA	374	2587	2614	28	49.7%	64.5%
		Math	371	2565	2604	39	57.7%	76.9%
	8	ELA	405	2618	2617	-1	34.8%	46.0%
		Math	402	2611	2621	10	43.0%	54.9%

# Summary



This is the second year of **comparable** tests

RPS performance significantly **exceeded** that of the state and was commensurate with comparable districts.

The **gap in performance** between students with disabilities and those without warrants **increased systems focus** on professional learning, special education instruction/programming, and inclusive practices in the general education setting.

These overall results further illuminate **points for growth** in a standards-based framework. The data will be used to guide discussion and decision-making related to future programming, resource needs, and measures for systemic continuous improvement in the district.



# NEXT LEVEL OF WORK



The first priority related to the Smarter Balanced assessment is to **make meaning of the results *in context***. We are collaborating with educators both in and out of the district to better understand the data, discuss its implications, and to set growth targets and goals.

# NEXT LEVEL OF WORK•



Educators will continue to **analyze the data** at the district, school, grade, and student level.

- **Priority CT Core standards** will be further identified and communicated to ensure explicit learning is linked the expected levels of mastery. **Curriculum-based assessments**, including performance tasks, will be developed to assist in benchmarking progress toward meeting the standards.
- The Smarter Balanced data will assist in examining **Tier I instruction** and **early intervention processes**. Ongoing **curriculum and program development** and revision will also be influenced by the information provided through these results.
- **Ongoing professional development** as it relates to CT Core Standards, assessment practices, the testing data, standards-based reporting, and tiered instruction will be provided to ensure that both **educators and students are continuously learning and growing**.

# Parents

★ *Learn alongside us as we...*

- make meaning of the results *in context*
- engage the **entire community** in dialog about

**the implications of more challenging, rigorous  
standards-based**

**instruction and assessment**

- **seek ways to allocate time and resources** to make changes that will benefit **all** students and result in RPS graduates being **college, career, and global citizen ready.**



# BOARD of EDUCATION

## ★ **Messaging in regard to Smarter Balanced assessment:**

- participation is important
- serves as one data point used to measure performance
- focus on continuous growth for all students
- skills for college and career will further promote the vision for our work ahead

## ★ **Support for:**

- job-embedded professional learning
- policy development to leverage standards-based learning
- standards-based curriculum and assessment initiatives
- increased educational technology integration to promote student communication, collaboration, research and problem-solving skills.

★ **Time and resources** to make changes that will benefit all students and result in RPS graduates being **college, career, and global citizen ready.**

