

Greater Dane County TAG Network

January 29, 2015

Topics

- National Center for Research on Gifted Education**
- Badger 3-8**
- Educator Effectiveness: Student Learning Objectives (SLOs)**

National Center for Research on Gifted Education University of Connecticut

Overview

- Funding through Jacob K. Javits Act
- Focus on traditionally underserved student groups

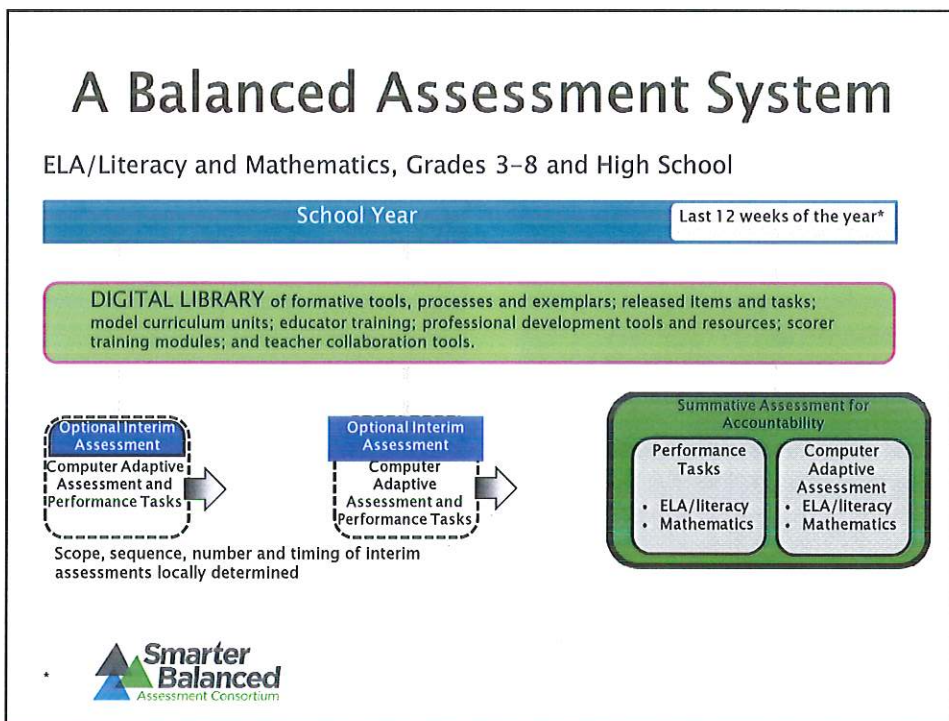
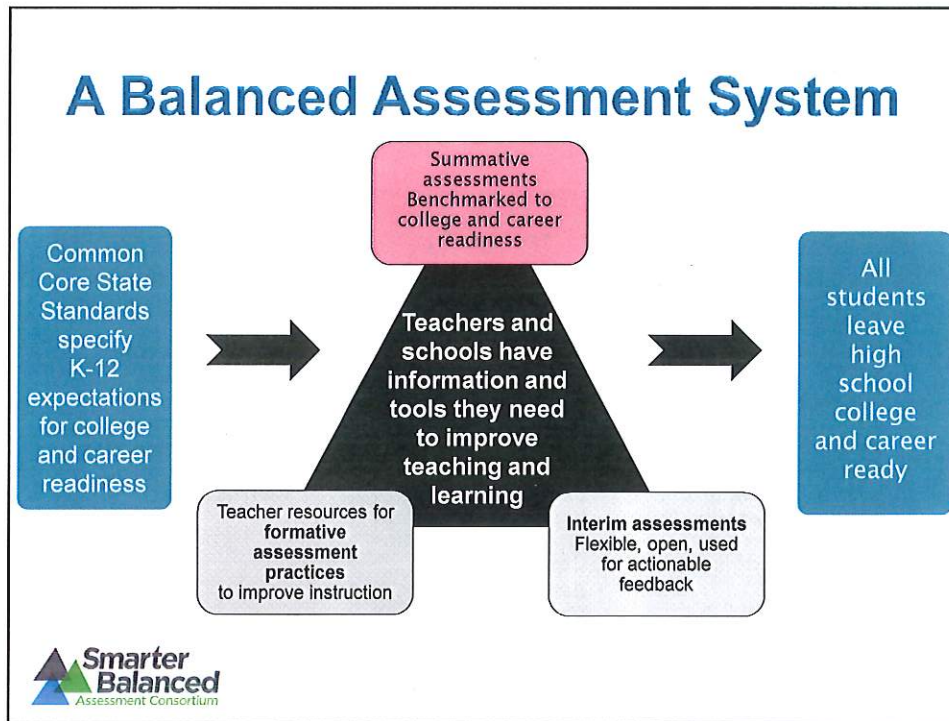
Phase 1

- Exploratory study of gifted programs in Colorado, Florida, and North Carolina
- Examine relationships between program practices and program success
- Select 4 schools in each state that are most effective at identifying and serving high ability students from underserved groups
- Identify key implementation components that are associated with including traditionally underserved students and high rates of student academic growth
- Develop a promising model plan

Phase 2

- Implement the promising model plan
- Conduct an impact evaluation

Badger 3-8



Summative Assessment: Purpose, Benefits and Limitations

Purpose

- Accountability for K-12 at the state, district, school and classroom/teacher levels
- Accurate information about individual students' achievement, growth over time, and (in 11th grade) readiness for college in English and math.

Benefits

- Far more sophisticated and comprehensive measure of student knowledge and skills than most existing K-12 accountability or placement exams.
- Linked to known, high-quality content standards (Common Core).
- Early warning for students not yet college ready.

Limitations

- Summative exams are not diagnostic in nature.
- Will not measure readiness for advanced mathematics (Calculus) requiring 12th grade instruction.

Summative Assessment: Two-pronged Approach

Computer Adaptive Test

- Assesses the full range of Common Core in English language arts/literacy and mathematics for students in grades 3-8 and 11 (interim assessments can be used in grades 9 and 10)
- Measures current student achievement and growth across time, showing progress toward college and career readiness
- Includes a variety of question types: selected response, short constructed response, extended construction response, technology enhanced

Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Require 1 to 2 class periods to complete
- Included in both English language arts/literacy and mathematics assessments
- Applicable in all grades being assessed
- Evaluated by teachers using consistent scoring rubrics

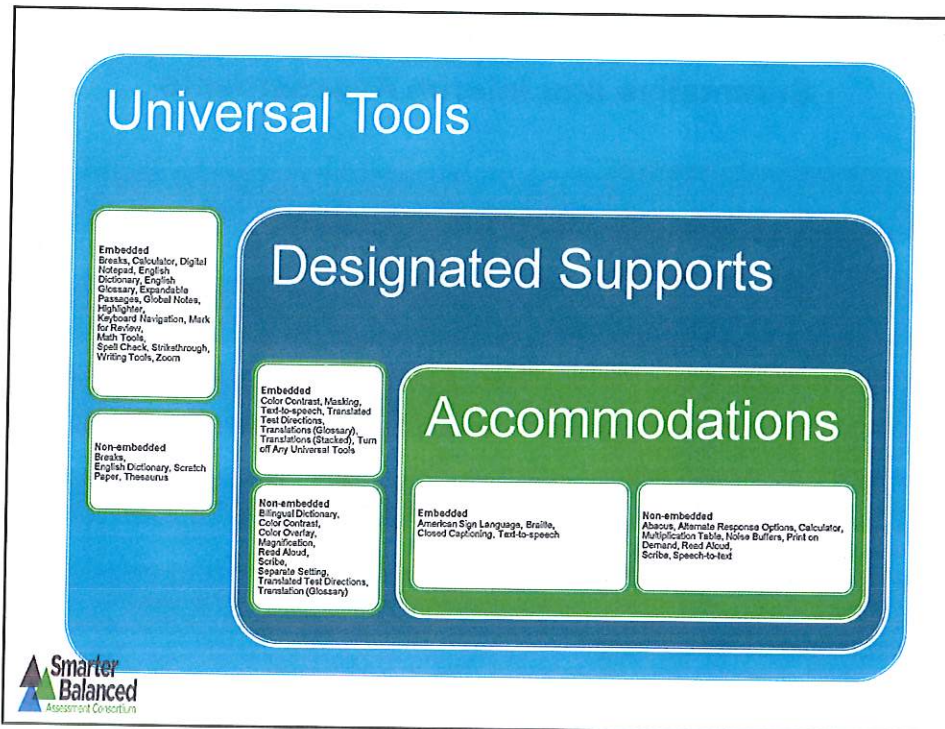
Using Computer Adaptive Technology for Summative and Interim Assessments

- Increased Precision** Provides accurate measurements of student growth over time
- Tailored for Each Student** Item difficulty based on student responses
- Increased Security** Larger item banks mean that not all students receive the same questions
- Shorter Test Length** Fewer questions compared to fixed form tests
- Faster Results** Turnaround time is significantly reduced

Estimated Testing Times for Summative Assessments

Test	Grades	CAT	Performance Task Only	Total	In-Class Activity	Total
English Language Arts/Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Math	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00

The testing window is March 30 – May 22, 2015



ISAAP Tool and Module

▶ The Individual Student Assessment Accessibility Profile tool and interactive module are available on the Smarter Balanced website:
[http://www.smarterbalanced.org/parents-students-support-for-under-represented-students/](http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/)

Support for Under-Represented Students

FAST FACTS
2014-15

PUBLICATIONS & RESOURCES

- **Setting Protocol (ISAAP) (DOCX)**
- **Read Aloud Audiences (ISAAP) (DOCX)**

**Note: users should download these files into Microsoft Word format to facilitate use with screen readers and other assistive technologies. Please do not modify these documents. The Portable Document Format (PDF) version that is also posted displays fonts and images in a consistent manner across devices and is the recommended version for most purposes.*

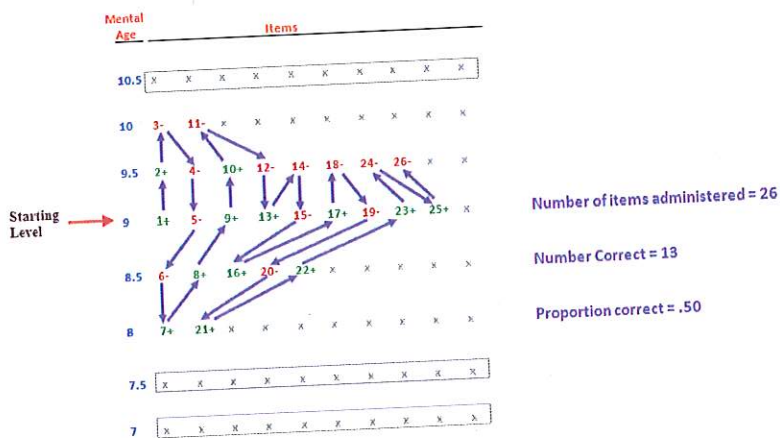
The ISAAP tool is designed to facilitate selection of the accessibility resources that match student access needs for the Smarter Balanced assessments. As supported by the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines, the ISAAP Tool is compatible with any version of Microsoft Excel from 2007 to the most recent version. When opening the file, please choose "Enable Macros" or other enabling prompt to view the recommended use language included for the different resources. The ISAAP Tool file is locked to prevent unauthorized changes to the formulas that determine the functionality of the ISAAP Tool. While and users may change the starting content of the file when using the Save As function, saving in another Excel file format, such as xls, may result in corrupting or disabling many of the functionalities and features of the ISAAP Tool.

- ISAAP Tool instructions (DOCX)
- ISAAP Tool (EXCEL)
- ISAAP Module

The Assistive Technology Typology document was designed to serve a variety of purposes, including to provide a categorized list of assistive technology products that are commonly used for instruction and computer-based assessment. It also provides descriptions of key features of these products, and to help provide students' characteristics and/or behavior-related product features. It also provides a structure for discussing the potential impact of specific product features on Computer Usability and Test Equity, among other things, for the Smarter Balanced assessment. This document is not intended to compare the quality or value of the products or the accessibility of each.

- Assistive Technology Typology (PDF)

How CAT Works (Binet's Test)



WKCE is a bell curve

Item Pool Expansion

- ▶ When students demonstrate they have or have not met level 3 achievement after completing about 65% of the grade-level items ...
- ▶ The item pool will expand to include items that provide evidence for the targeted content

Badger is a rectangle so their "should" be more questions per standards

Draft Math Examples

One Grade Below	On Grade: Grade 3	One Grade Above
<p>2D: Understand place value</p> <p>2E: Use place value understanding and properties of operations to add and subtract</p>	<p>3E: Use place value understanding and properties of arithmetic to perform multi-digit arithmetic.</p>	<p>4D: Generalize place value understanding for multi-digit whole numbers</p> <p>4E: Use place value understanding and properties of operations to perform multi-digit arithmetic</p>
<p>2A: Represent and solve problems involving addition and subtraction</p> <p>2C: Work with equal groups of objects to gain foundations for multiplication</p>	<p>3A: Represent and solve problems involving multiplication and division</p>	N/A
N/A	<p>3F: Develop understanding of fractions as numbers</p>	<p>4F: Extend understanding of fraction equivalence and ordering</p> <p>4G: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers</p>

Students In a Grade Report

Student	Mathematics Overall	ELA/Literacy Overall
Aasen, Tony J.	2078	2348
Adams, Jimmy	1894	2268
Alvarado, Tiana M.	1828	1952
Arnold, Carlos K.	2393	1885
Ayala, Marlene	1633	1888
Babb, Thomas A.	1857	2104
Baba, Steven	1916	1842
Barnes, Thelma L.	2400	1948
Barratta, Maximo	1774	2087
Barone, Gonzalez	1501	2087
Barr, Humberto	1588	2174
Beall, Simon B.	1873	2382

Students In a Grade Report

Students	ELA/Literacy Overall	Reading	Writing	Listening	Research & Inquiry
Adams, Jimmy	1491	Below Standard	Above Standard	Below Standard	Below Standard
Alvardo, Titus M.	2334	Above Standard	Above Standard	Above Standard	Above Standard
Arnold, Carlissa K.	1478	Below Standard	Above Standard	Below Standard	Below Standard
Ayala, Marlene	1691	Below Standard	Below Standard	Below Standard	Above Standard
Babb, Thomas A.	2053	Above Standard	Above Standard	Below Standard	Above Standard
Balls, Steven	2130	Above Standard	Above Standard	Below Standard	Above Standard
Barnes, Thelma L.	1451	Below Standard	Below Standard	Below Standard	Below Standard
Barnette, Maximo	1458	Below Standard	Below Standard	Below Standard	Below Standard
Barone, Gonzalo	1785	Below Standard	Above Standard	Below Standard	Below Standard



Individual Student Report

Mathematics
Summative Spring 2017
Effective Date: 5/15/2017

Overall Score
1594 **Partial Understanding**

Concepts & Procedures
At Near Standard

Problem Solving and Modeling & Data Analysis
Below Standard

Communicating Reasoning
Above Standard

Draft score summary. A student at Level 2 demonstrates Partial Understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

Troy Couillard



Practice Test Training Test

<http://www.smarterbalanced.org/practice-test>

Accessing the Practice and Training Tests

The Practice and Training Tests are not compatible with all operating system versions and web browsers. See Operating System and Browser Categories within Practice and Training Tests for detailed information on compatible operating systems and browsers.

Take the Practice and
Training Tests

FIRST LOOK AT NEW ASSESSMENT



Important Limitations: The Practice and Training Tests provide a preview of the Smarter Balanced assessments and a more accurate depiction of both the testing environment and item type. But they do not encompass the full range of content that students will encounter on the spring 2014 Field Test or on the operational assessments, and should not be used to guide instructional decisions. In addition, students and teachers will not receive reports or scores from the Practice or Training Tests. Although the operational assessment system will be computer adaptive, the Practice and Training Tests follow a fixed-form model.

Resources and Support

Visit <http://sbae.org/assessment> for the following resources and information:



Huddle

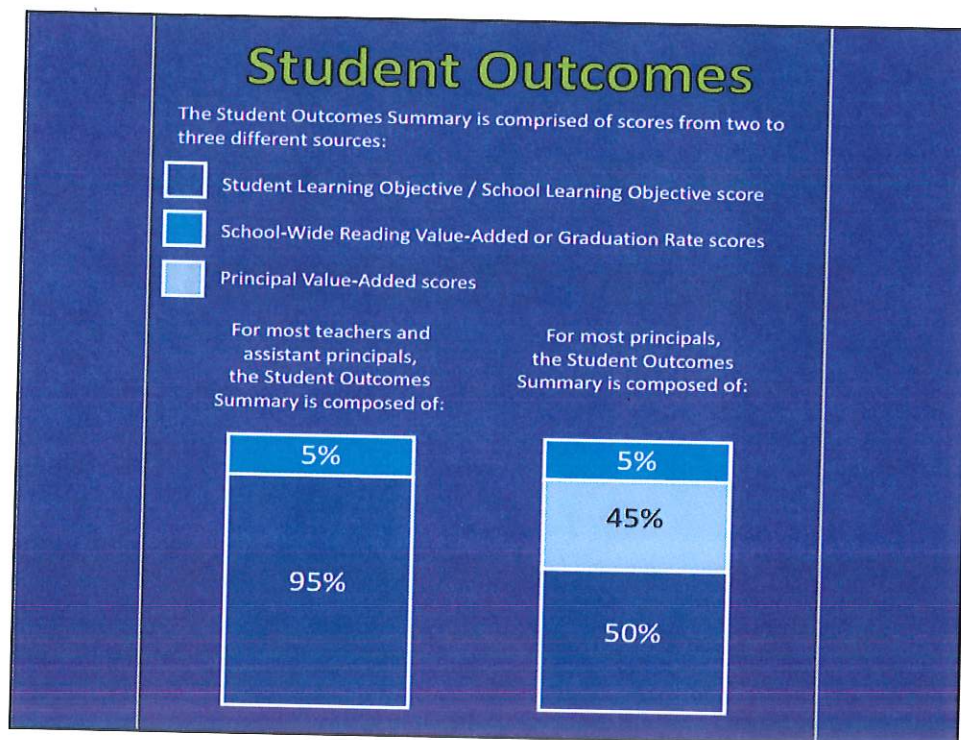
- ▶ Discuss the following with a few people around you:
 - What implications do the Badger 3–8 summative assessments have for high ability/high potential students?



Educator Effectiveness

Teachers

- ▶ All teachers and principals are required to be evaluated using the Educator Effectiveness system
- ▶ Educators are considered teachers in this system if their primary responsibilities include all of the following:
 - Managing a classroom environment
 - Planning for, delivering, and assessing student instruction over time



Student Outcomes

- ▶ 5% graduation rates or schoolwide value-added reading
- ▶ 95% student learning objective
- ▶ All teachers must create and self-score at least one Student Learning Objective (SLO) annually
- ▶ SLOs are self-scored based on:
 - Engagement in the SLO process
 - Degree to which student outcome goals are met

Student Learning Objectives

S

- Specific

M

- Measurable

A

- Attainable

R

- Results-based

T

- Time-bound

Sample Student Learning Objective for Group of High Ability Students

(Measures of Academic Progress) MAP Achievement Status Growth reports indicate that 60 percent of the 5th grade students identified for gifted services in reading did not improve their skills in evaluating textual evidence.

Evidence

Eighty five percent of the identified students will demonstrate growth in evaluating the validity of reasoning in texts and the relevance and sufficiency of evidence during semester 2 using the pre/post assessments included in the curriculum unit.

Student Growth Goal

William and Mary Curriculum Unit: *Autobiographies and Memoirs*.

The gifted/talented resource teacher and reading specialist will co-teach the unit during the daily intervention block.

Strategy

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