

Smarter Balanced Assessment System: Connecting the ELA Claims to Classroom Instruction Grades 6-12



Connecticut State Department of Education



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FACILITATOR, BEFORE YOU BEGIN:

http://www.democracynow.org/2002/11/19/but_if_not_dr_martin_luther

Cut and paste this link into a browser.

*Move the play button time stamp to **52:55 and then pause.** This is for slide 31.*

Note: Thirty *Common Core Standards* flip books will be provided to each RESC, and should be available at each participant table for reference purposes only. These books may not be distributed for participants to keep.

THE ROOM NEEDS TO BE SET UP WITH TABLES SO PARTICIPANTS CAN EASILY MOVE INTO GROUPINGS OF 2, 3, AND 4 PEOPLE.

Each table will need:

- chart paper
- colored markers
- one folder with group handouts
- Individuals folders with information and handouts.

Welcome

Introductions. Who are you? Where are you from? What is your job responsibility? Why

are you here? What do you know about the Smarter Balanced ELA Claims?

Learning Targets

- I understand the types of activities that will support mastery of the standards.
- I understand how my classroom instruction supports student learning.
- I understand how classroom activities align with the summative assessment.



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Unlike instructional objectives, which are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons, **learning targets** frame a lesson from the student point of view. A learning target helps students grasp the lesson's purpose--why it is crucial to learn this chunk of information, on this day, and in this way.

With this in mind, the three learning targets stated on this slide inform participants of the learning goals based on the scope of this presentation.

Facilitator, please note that the types of activities found within this presentation support different curricular needs, whether it be thematic or topical. They are not stand alone activities that should be done just to check off a standard, but should be a part of a larger unit of instruction.

Success Criteria

- I can explain how the Connecticut Core Standards (CCS) connect to the Smarter Balanced claims.
- I can meet the scope of the standards through best practices and by incorporating a variety of strategies and activities across content areas.



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When presenting this slide, inform participants that these two bullet point frame the scope of learning for this presentation. The success criteria are the Learning targets written in a student-friendly way, often are posted beginning with the words "I CAN..."

indicators that the teacher and the students can use to check their learning against as they work to meet the learning goals. After the completion of a lesson (or in this case, the presentation), students should revisit the success criteria and be able to tell whether they have met the criteria. Students should then be part of the development of next steps in planning how they continue to move their learning forward.

Food for Thought



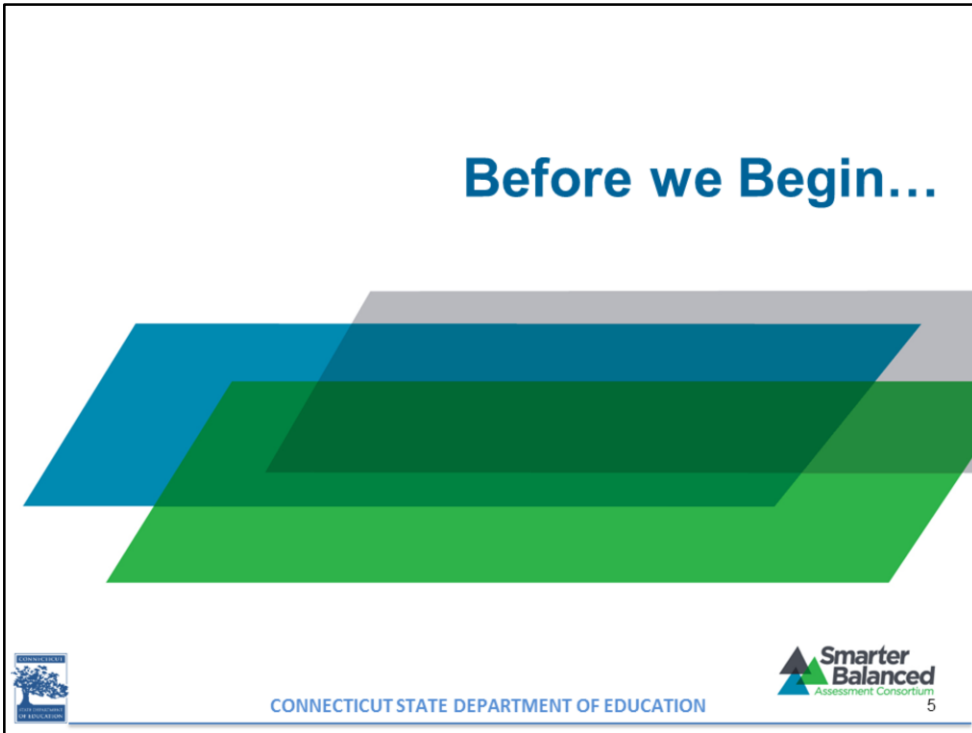
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http://www.ted.com/talks/adora_svitak?language=en

Let the video speak for itself.

After video: Reinforce the notion that expectations need to be high. If you set a low expectation, students will “sink” to that level. Teachers need to have the mindset that students CAN achieve at high levels and meet the rigorous levels of the CCS. This is the perspective we want our participants to hold on to during this presentation.

Before we Begin...



FYI – The Common Core State Standards (CCSS) and Connecticut Core Standards are used interchangeably. In Connecticut, we have fully adopted the Common Core State Standards. In order to show our full support of these standards, in Connecticut we refer to them as the Connecticut Core Standards (CCS). Therefore, the Common Core State Standards ARE the Connecticut Core Standards.

What is Not Covered by the Common Core State Standards (CCSS) is Still Important

Page 6 of the CCSS for English language arts & Literacy in History/Social Studies, Science, and Technical subjects states that the standards:

- define what all students are expected to know and be able to do, not how teachers should teach
- focus on what is most essential - they are not a set of restrictions
- are not meant to be an exhaustive list of what is taught
- must be complemented by a well-developed, content-rich curriculum



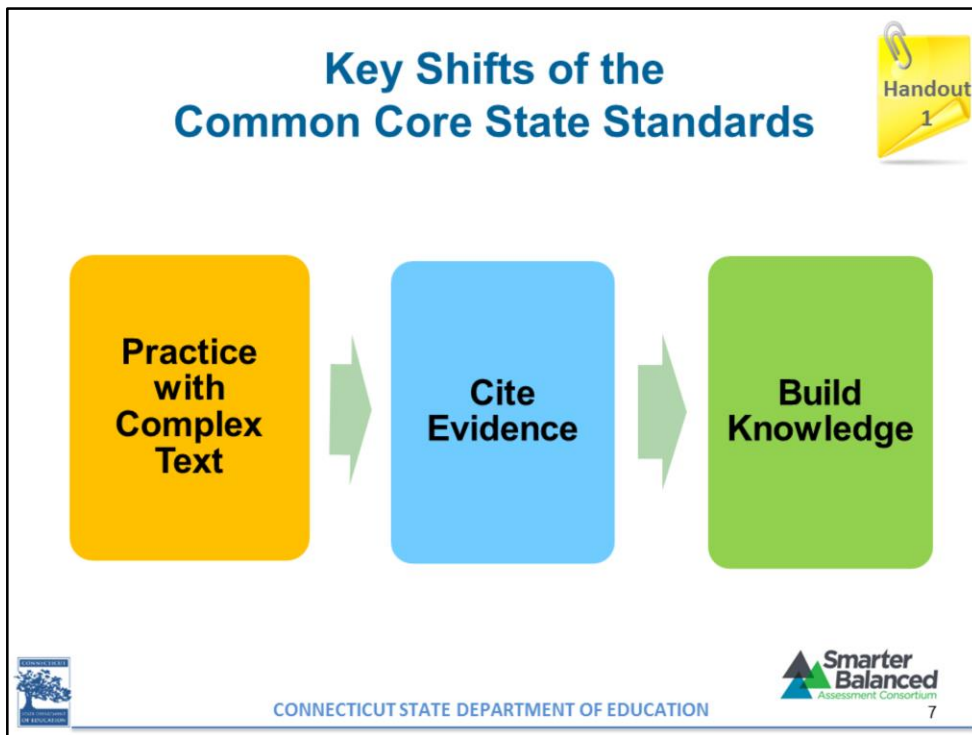
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Page 6 of the ELA/Literacy CCSS explains that there are critical skills and best practices that should not be ignored or dismissed simply because they are not identified in this standards document.

For example, students need to connect with what they read. The Common Core does not address Making Connections: Not mentioned, not measured. But how can a child read closely and analytically without first connecting to a text? Therefore, this slide serves as a reminder to the purposes and limitations of the standards.



Key Shifts of the Common Core State Standards:

HANDOUT 1

There is a handout from Achieve the Core that provides an explanation of the shifts.

Engage with Complex Text:

- Standards raise the bar for what students are able to read and understand at each grade level. They are ultimately prepared for college and career.
- Standards reward careful, close reading rather than racing through texts.
- Standards focus on the words that matter most—not obscure vocabulary but assessing academic vocabulary (tier 2 words), assessing words that have different meanings in different places of the text, assessing words that impact the tone of the text, assessing figurative language for meaning.
- Is the text worthy of a close study? Does it exemplify superior, professional-quality literary or informational writing? Is the question worthy of student attention because it can deliver student insights about the text?
- Complexity in questions: Does the question require the student to engage in close reading of a text? The focus can be on a small part of the text, a section of the text,

or the text as a whole.

- Does the question require use of evidence from the text to respond to the question?
- Is the question text-dependent and (usually) text-specific (not “canned” questions, but questions that arise organically from the text?)

Evidence:

- Standards prioritize evidence across the standards in the CC
- Focus on students rigorously **citing evidence from texts** to support analyses/claims/inferences
- Require **evidence-based writing** rather than writing to de-contextualized expository prompts
- Standards require that all grades include narrative writing to build skills such as command in sequence and detail, essential for argumentative and explanatory writing.

Building Knowledge:

- 50/50 balance between info and lit in K-5
- Greater attention to informational texts and literary nonfiction in 6-12. (70/30)
This does not mean students will NOT be reading literature.
- Literacy across the disciplines of **science, social studies, and technical** subjects.
- Standards also require the synthesis of ideas within and across texts; they call for regular short research projects

English Language Arts/Literacy Claims



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The Structure of the Smarter Balanced ELA/Literacy Summative Assessment

Overall Claim for Grades 3-8

Students can demonstrate progress toward college and career readiness in English Language arts and literacy.

Overall Claim for Grade 11

Students can demonstrate college and career readiness in English language arts and literacy.

Claim 1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim 2 Writing: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Claim 3 Listening: Students can employ effective listening skills for a range of purposes and audiences.

Claim 4 Research: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.



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The Overall claim is specific to grade level. The overarching claims are specific to grades 3-8 (progressing towards college and career readiness) and grade 11 (demonstrate college and career readiness).

Across grades 3-8 and 11- students are assessed in reading, writing, listening and research.

Reminders...

Keep in mind that the CCS

- are **NOT** discrete skills to be taught in isolation
- should be taught in conjunction with other skills in a purposeful, integrated way
- should be embedded in all learning activities across content areas

We advocate teaching curriculum aligned to the standards, not teaching to the test!



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This presentation is **not** about starting with a standardized test and trying to figure out how to prepare your students. In reality, you have a curriculum provided by your district in which you determine the content that you want the students to know. We are going to demonstrate for you how to take your grade appropriate content, incorporate strategies to engage with complex text, while bringing in the foundational skills that we should be building and reinforcing. All of these skills are transferable to the Smarter Balanced assessments.

From this point forward we are asking **participants to be in the position of learners**. We will be modeling for you ways to support content, use complex texts, scaffold ideas, incorporate multimedia, all while reinforcing reading, writing, speaking, listening and research through student centered activities.

Much of this may be validating. You may see many of the best practices you are already using in your classroom. We hope to show you multiple pathways to integrating the standards into your instruction. By the end of this presentation, we will specifically connect how these instructional practices connect to the claims of the Smarter Balanced assessment.

Remember, if you are teaching your curriculum, which has the standards embedded, you are preparing your students college and career readiness. The Smarter Balanced resources such as the Digital Library and the Interim Assessments (addressed later on)

can help teachers adjust and modify teaching and learning. The summative assessment will take care of itself.

Key Elements: CCS Units and Lessons

- Integration of reading, writing, speaking and listening, and language
- Appropriately challenging text
- Close reading, discussion, academic language, writing with evidence, and collaborative protocols
- Building knowledge through rich nonfiction and literature

Adapted from the Systems of Professional Learning
ELA Module 4: *Focus on Unit Design* developed by PCG



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Note to the facilitator: This slide (adapted from the Systems of Professional Learning ELA Module 4: *Focus on Unit Design* developed by PCG) articulates the critical ways that instruction must shift to truly support the expectations of the CT Core Standards. Teachers will often say that they already do many of these tasks outlined by the CT Core Standards. But in reality, good instruction need to encompass a much deeper scope of teaching and learning. This process can be aided through the use of rich and complex texts and supporting resources (e.g. multimedia), and by asking more challenging and purposeful questions to stimulate and challenge their students. Through teacher/student and small/whole group collaboration, conversations become enriched. Teachers can help students build deeper knowledge in ways that promote the skills necessary for college and career. As already mentioned by previous slides, CCS aligned units and lessons should be taught in conjunction with other skills in a purposeful and integrated way and should be embedded in all learning activities across the subjects.

Key Elements: CCS Units and Lessons

- Clear learning targets, frequent formative assessment and feedback
- Performance task to demonstrate depth of understanding
- Support for all students to achieve rigorous standards

Adapted from the Systems of Professional Learning
ELA Module 4: *Focus on Unit Design* developed by PCG



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Note to the facilitator: (adapted from the Systems of Professional Learning ELA Module 4: *Focus on Unit Design* developed by PCG)

Conducting Close Reads



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Whether you are conducting a close read of a picture, a careful examination of a chart/graphic, a focused read on an audio presentation, or reading a text, there are many ways to engage students in close reading that enhance their understanding of a text. Close reading exercises don't always have to begin with a text, and for students who have not developed fluency in reading/reading comprehension, guiding them in an exercise of a close read of a picture is a great way to start.

What is Close Reading?

It is an interaction between the reader and a text.

(Douglas Fisher in the online video interview, "Close Reading and the Common Core State Standards," April 3, 2012).



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There is no single definition of a close read, but we have chosen three explanations from reading experts to explain the concept. First is Douglas Fisher's view that

What is Close Reading?

It is making careful observations of a text and then interpretations of those observations.

(Patricia Kane for the Writing Center at Harvard University, 1998).



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But we also see Patricia Kane's perspective that...

What is Close Reading?

It involves rereading; often rereading a short portion of a text that helps a reader to carry new ideas to the whole text.

(Kylene Beers and Robert Probst in *Notice and Note*, 2012).



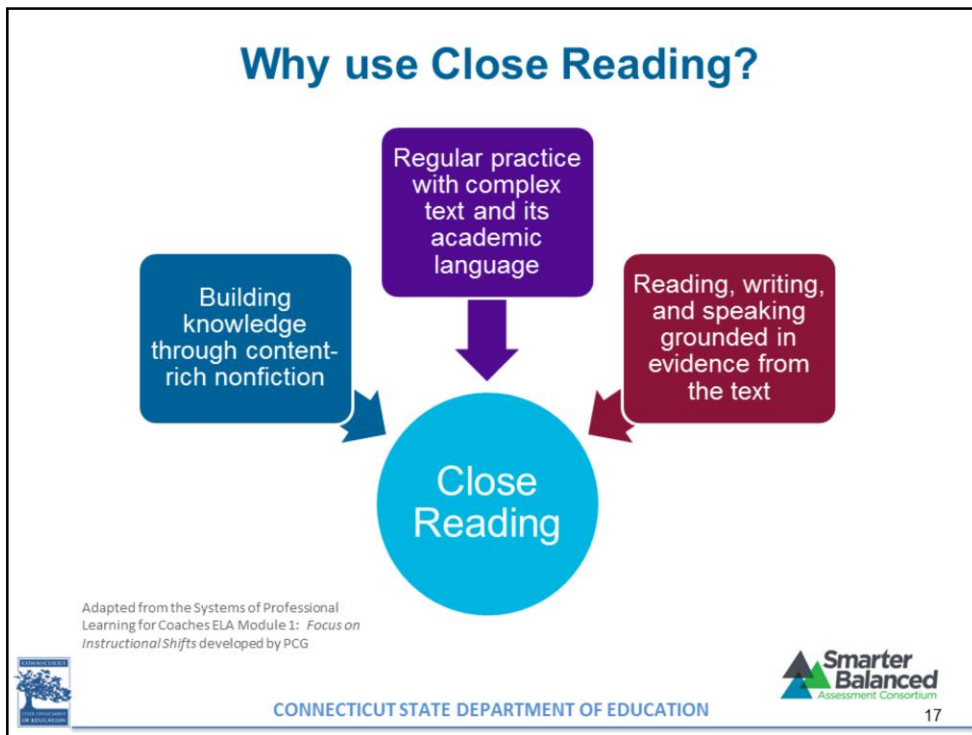
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And also, Probst & Beers explain that....

Note that close reading can be done in any classroom, whether it is a high school social studies classroom or a science classroom. This should not be saved for ELA classes only.



The purpose of this slide is to explain how close reading relates to the 3 instructional shifts introduced in Module 1.

- The practice of close reading is a way in which readers are able to address all of the shifts.
 - We read closely to build knowledge from text;
 - we find evidence by reading text closely;
 - and close reading is a way to scaffold students toward independence in reading complex text and building vocabulary and language skills.
- In order for teachers to scaffold students toward independently reading and comprehending complex text, teachers must first read and study, interpret, and understand the text themselves.
- Teachers read the text thoroughly, identify big ideas and key details in the text, determine the organizing structure of the text, and identify potential barriers in terms of vocabulary and academic language.
- Text-dependent questions serve as models for the kinds of questions good readers ask themselves.

Materials from the Systems of Professional Learning for Coaches ELA Module 1: *Focus on Instructional Shifts* developed by PCG can be found at http://ctcorestandards.org/?page_id=2110

Explanation of a Close Read

- Reading through once allows the student to come up with ideas.
- Rereading allows the student to pull information from the text (or chapters)
 - to provide a focus: descriptions, definitions, techniques/structures, point of view, word choice
 - to enhance understanding: what is revealed after examining the description, definitions, techniques/structures, point of view
 - to utilize text evidence to support new ideas/ inferences/ conclusions



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Why do we use close reading? What is the purpose behind it? There are many resources and methods to incorporating close reading into a classroom. We have adapted the following ideas from the chapter “Big Ideas About Close Reading and What Teachers Can Do” from the book *Falling in Love with Close Reading* by Christopher Lehman and Katie Roberts.

Role of Teacher

- Select challenging and appropriate text
- Analyze the content and language ahead of time
- Anticipate potential challenges the text may present for certain students (e.g., English Learners, students with disabilities, students reading far above or below grade level)



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“Challenging and appropriate text” can be determined using the text complexity placemats. Although the quantitative and qualitative would remain the same regardless of who analyzes the complexity of a text, the section entitled “Considerations for Reader and Task” allows teachers to justify the use of a variety of texts to meet the diverse needs of their students.

The Text Complexity placemat and rubric help teachers in the careful consideration of texts, guiding teachers through an analysis of content, structure and language. There is an example located in your folder.

The teacher, who has an in-depth knowledge of his/her students, should use their own lens when considering challenges or stumbling blocks within a text. These might be difficult or unfamiliar vocabulary, prior knowledge required to fully interact with a text, or subject matter that is completely unfamiliar to the students. As we move through the presentation you will see that we made texts more available to students with a large range of abilities by presenting the same text in a number of ways.

Role of Teacher

- Write purposeful, text-dependent questions that engage students
- Facilitate rich and rigorous conversations (through the use of text-dependent questions) that keep students engaged
- Ensure reading activities stay closely connected to the text



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The text-dependent questions are not meant to be “right there” questions. A text-dependent question asks a question that can only be answered by referring back to the text being read. It requires students to make inferences or connect information within a text or across multiple texts. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can **extract** from what is before them.

Typical text-dependent questions ask students to perform on or more of the following tasks:

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

(adapted from Student Achievement Partners)

ASIDE: Teachers need to prepare students for a variety of grouping protocols before attempting a unit where grouping change regularly throughout. Without some practice and explicit directions, this will only minimize the time spent on task.

Teachers also need to be sure that students know how to annotate texts. This can be done through modeling and regular discussions.

Role of Students

- Read the text more than once
- Persevere in reading and comprehending challenging text
- Analyze the text for purpose and/or levels of meaning



Teachers can help students become accustomed to reading a text (or a piece of text) more than once as a strategy to better understand and synthesize the meaning and purpose for reading.

When rereading, students can connect central ideas with the main idea/theme of a text, and support these statements with multiple examples of text evidence.

Students can also identify portions of the text that are confusing to them so that they can then seek clarification when rereading, or can ask a teacher for support.

When close reading is modeled, this skill becomes reinforced and internalized. Providing students with graphic organizers or note taking strategies can further support close reading.

Role of Students

- Use evidence from the text to ask and answer text-dependent questions
- Increase comprehension of a text through multiple re-readings
- Participate in rich and rigorous conversations about a common text



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As students read, they should be able to locate specific areas of the text that support key ideas, inferences or conclusions, analysis etc.

Using a specific lens will give students a necessary focus as they reread and gather textual evidence.

Not only should teachers model this, but students in conversation with each other should also ask text based questions.

These various skills can be achieved through modeling and reinforced during whole group and small group activities, which will ensure the necessary scaffolding and supports for readers at all levels.

As mentioned before, teachers should practice a variety of groupings with students based on their needs, and then consistently use these groupings during activities so students become accustomed to moving during a lesson with minimal time off task.

10 Minute Break!



Begin with an Activity



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We will now ask that you participate in a series of activities within a grade 10 social studies unit.

Obviously, these lessons can not be done in a day! But our purpose is to model activities using a variety of grade-appropriate texts within multiple groupings of students.

Let's begin!

Directions



- In your group, read Document 1.
- Share your thoughts about the document.



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HANDOUT 2

Facilitator's notes: This activity, that focuses on how to conduct a close read using text and multimedia, is an example from an Social Studies unit.

Give groups 5 minutes to share.

Then...



- Read the Guiding Questions document (found in the center of each table) with your group.
- Reread Document 1 and use the guiding questions to discuss the document again. Remember to use evidence from the text to support your inferences and conclusions.
- Be prepared to share your responses as a whole group.



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Give groups 10 minutes to

HANDOUT

3

- reread document 1
- use guiding questions to discuss the document

Ask groups to share thoughts on each question. When groups are sharing use the NEXT slide to bring up Guiding Questions ONE AT A TIME.

Guiding Questions

- What is the author's point of view?
- What do you notice as different or unusual in the text?
- Where do you think this is from, when was it written, and for what purpose was it written?
- What is the central idea of the document?



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NOTE: As groups share their responses to the guiding questions, put each question up on the screen.

Directions



- In your group, read Document 2.
- Share your thoughts about the document.



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Give groups 5 minutes to share.

HANDOUT 4

Then...



- Reread Document 2 and use the same guiding questions to discuss the document again. Remember to use evidence from the text to support your inferences and conclusions.
- Be prepared to share your responses as a whole group.



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Give groups 10 minutes to

HANDOUT 3 (REUSE)

- reread document 2
- use guiding questions to discuss the document

Ask groups to share thoughts on each question with the whole group .

If groups are struggling with this question, What is the author's point of view? Probe them with questions such as....

- What is the author thinking?
- What does the author believe?
- What does the author feel or want?

Ask groups to share thoughts on each question. When groups are sharing use the NEXT slide to bring up Guiding Questions ONE AT A TIME.

Guiding Questions

- What is the author's point of view?
- What do you notice as different or unusual in the text?
- Where do you think this is from, when was it written, and for what purpose was it written?
- What is the central idea of the document?



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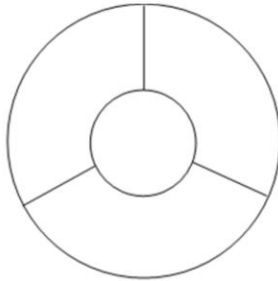


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NOTE: As groups share their responses to the guiding questions, put each question up on the screen.

Analysis Within and Across Texts

- Analyze both documents for the impact of specific word choice on meaning and tone. Note the words and the related meanings and the tone they set on chart paper.



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BREAK PARTICIPANTS INTO GROUPS OF 3.

Participants will address this question using the Placemat Reflections protocol:

- Form participants into groups of three.
- Allocate one piece of chart paper to each group.
- Participants will conduct a group brainstorm in which each individual, in their allocated space on the paper, writes down those words that had the most impact on them as a reader.
- The group will then discuss the choices each participant made and as a group they will select at least 3 words that they believe are the most significant from the brainstormed list made by each participant.
- Those 3 significant words should be written in the center circle in the chart paper.
- The group will then discuss each of the 3 words in order to analyze the impact that these word choices had on the reader.

When completed (10 mins) each group will share with the whole group

Analysis Within and Across Texts Placemat Reflection Protocol

- Is there a theme that carries across both documents? If so, what is it? Use evidence from the documents in your response.
 - Use placemat discussion protocol
 - Whole group will share final responses



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BREAK PARTICIPANTS INTO GROUPS OF FOUR.


Participants will address this question using a Placemat Reflection protocol. This should be done on a **SECOND** piece of chart paper.

- Allocate another piece of chart paper to each group.
- Ask each group to draw the diagram on the paper.
- The outer spaces are for each participant to write their thoughts about the topic.
- Conduct a Round Robin so that each participant can share their views.
- The circle in the middle of the paper is to note the questions that are being answered.

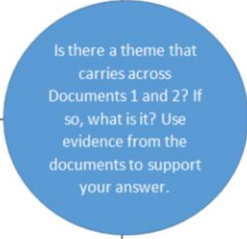
Allow time to share out responses as a whole group.

NOTE: BE SURE TO SHOW THE EXAMPLE OF THE PLACEMAT ON THE NEXT SLIDE!!!!


Analysis Within and Across Texts Placemat Discussion Protocol




Handout
5



Is there a theme that carries across Documents 1 and 2? If so, what is it? Use evidence from the documents to support your answer.



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This example of the placemat should be up on the screen for participants to have as a model. HANDOUT 5

Allow time to share out responses as a whole group.

When the activity is completed and each group has shared their analysis of the documents with evidence THEN discuss how these small groups could have been organized and instruction differentiated.

- groupings can help students work through the text
 - students who struggle with reading can be paired with better readers
 - students can interact with text however they feel is most beneficial to them. One group might ask a member to read the text out loud, while another may get more from a text read silently and independently.

Capturing the “Big Ideas”

- **Enduring Understanding:**
Individual citizens and groups participating in movements continually shape and re-shape society.
- **Essential Questions:**
Can an individual make a difference?
When should one question authority?



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For the purpose of this presentation, this is the enduring understanding and these are the essential questions for a possible unit that ground the readings and activities.

Whole group discussion:

Reflect as to how the activities capture the enduring understanding and essential questions of a unit.

Bringing It Back to the Standards



Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in these activities.



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Each table should have a Standards graphic organizer and a copy of the Common Core State Standards. **HANDOUT 6**

Participants should jot down the different standards addressed in this activity, which is part of a larger social studies unit.

This will help us to confirm the alignment of the activity and eventually the overall unit with the Connecticut Core Standards.

Use of Multimedia



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Listen to Audio 1



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We are using a specific excerpt from this interview. Begin the audio at minute 53
Please note, the icon is not active. You should have opened this audio link prior to the
beginning of the presentation.

http://www.democracynow.org/2002/11/19/but_if_not_dr_martin_luther

Cut and paste this link into a browser.

Move the play button time stamp to 52:55 and then pause.

Guiding Questions for Audio 1

- Does this add any clarity to what you have read?
- How do reading Document 1 and listening to Document 1 differ?
- Does the audio change the impact of Document 1? Consider voice, emotional appeal, and expression.
- Who is the author of this document and what is the purpose of it?
- When was it written? Who was the audience?



Participants will Turn and Talk to the person to their right to discuss these guiding questions .

Ask for responses in a whole group share.

Watch Video 1



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<http://www.youtube.com/watch?v=4sEXWjTyAbA>
Video is 1:13 in length.

Participants will watch and listen to the video. Guiding questions will follow on the next slide.

Guiding Questions Video 1

- Does this add any clarity to what you have read?
- How do reading Document 2 and listening to Document 2 differ?
- In what ways does the video impact the message of Document 2? Consider voice and character expression.



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Participants will Turn and Talk to the person to their left to discuss these guiding questions.

Ask for responses in a whole group share.

Comparing Meaning Between Print and Audio/Video Placemat Discussion Protocol



- What do Documents 1 and 2 have in common? Discuss commonalities and differences.
- Discuss the ways in which the incorporation of multimedia enhances your understanding of the author's message in Documents 1 and 2.



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HANDOUT 7

Ask participants to count off from 1-4. Participants will then meet with their like-numbered group to discuss the two questions.

Using chart paper, have participants complete the placemat to answer the first question. They can then come up with 3 bullet points to address the second question about multimedia. Conduct a Gallery Walk to share responses.

After the Gallery Walk activity is completed, share the information below with the whole group.

DOCUMENT 1: "But if Not" excerpt. Rev. Dr. Martin Luther King, Jr. delivered this sermon at the Ebenezer Baptist Church in Atlanta, Georgia in November 5, 1967. MLK was assassinated on April 4, 1968.

AUDIO 1: An actual excerpt of the sermon.

DOCUMENT 2: "First They Came..." is a famous statement and provocative poem attributed to pastor [Martin Niemöller](#) (1892–1984) about the cowardice of German [intellectuals](#) following the [Nazis'](#) rise to power and the subsequent [purging](#) of their

chosen targets, group after group. [Martin Niemöller](#) was a German pastor and theologian born in [Lippstadt](#), Germany, in 1892. Niemöller was an [anti-communist](#) and supported [Adolf Hitler](#)'s rise to power at first. But when Hitler insisted on the supremacy of the state over religion, Niemöller became disillusioned. He became the leader of a group of German clergymen opposed to Hitler. In 1937 he was arrested and eventually confined in [Sachsenhausen](#) and [Dachau](#). He was released in 1945 by the [Allies](#). He continued his career in Germany as a clergyman and as a leading voice of penance and reconciliation for the German people after [World War II](#). His statement, sometimes presented as a poem, is well-known, frequently quoted, and is a popular model for describing the dangers of [political apathy](#).

VIDEO 1: Someone's interpretation of the poem. The actual author is not a woman. Does this change how you understand the video?

Capturing the “Big Ideas”

- **Enduring Understanding:**
Individual citizens and groups participating in movements continually shape and re-shape society.
- **Essential Questions:**
Can an individual make a difference?
When should one question authority?



For the purpose of this activity, this is the unit’s enduring understanding and these are the essential questions that ground the readings and activities.

Bringing It Back to the Standards



Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in these activities.



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HANDOUT 6 (REUSE)

Each table should have a Standards graphic organizer and a copy of the Common Core State Standards. Participants should jot down the different standards addressed in the preceding activity. This will help us to confirm the alignment of the activity and eventually the overall unit with the Common Core.

Lunch Break!

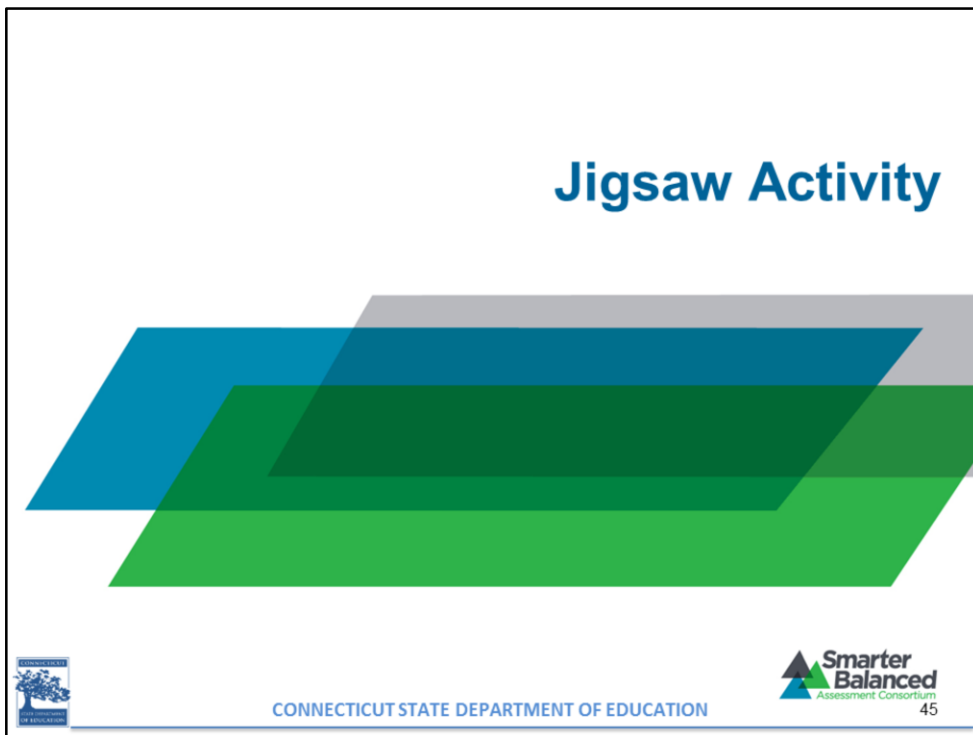


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Jigsaw Activity



One way of presenting the following information is by following the Jigsaw protocol. We are sure that teachers know how to use this protocol in their classrooms, but a quick review won't hurt.

Jigsaw protocol:

- Groups of 4-5 students are established.
- Each group member is assigned some unique material to learn and then teach to his group members.
- To help in the learning, students across the class focusing on the same material get together to decide what is important and how to teach it.
- After practice in these “expert” groups, the original groups reform and students teach each other.

*****For the purposes of this presentation, we are presenting this information as whole group so that participants can experience the various aspects of incorporating informational and literary texts with multimedia.

As the next slide indicates, partners will write their definition for the term “Civil Disobedience” using Handout 8.

Over the course of this activity, participants will gather evidence to help deepen their explanation of Civil Disobedience using a graphic organizer (see Handout 9).

After Handout 9 is completed, assign one group to present their feedback on Thoreau, another group to present Gandhi, and a third to present Malala.

Civil Disobedience



- Brainstorm:
 - What is civil disobedience?
- With your group:
 - Write an explanation of and a definition for this term
- Present your group's definition to the whole group



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Facilitator: write out the first question: What is civil disobedience?
HANDOUT 8

As a whole group, participants should brainstorm ideas/words/phrases based on what they have already read, heard, watched, or discussed.

Using chart paper or a smart board or white board, the facilitator should capture the participants' responses. This activity should take 10 minutes.

Using the ideas/words/phrases already provided, **each group** will write a explanation or definition of civil disobedience based on what they have learned from documents 1 and 2 (and the audio and video clips).

Then, ask each group to share their definition of CD.



Building Background Knowledge: Thoreau



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Facilitator will lead participants by presenting the following 9 slides. Ask participants to take notes using Handout 9.

As participants take notes on handout 9 , they should ask themselves:
Can an individual make a difference? When should one question authority?



**“The only obligation
which I have a right to
assume is to do at any
time what I think right.”**

- Henry David Thoreau



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Participants will continue to complete Handout 9.

Henry David Thoreau (1817-1862)

- American essayist, poet, and practical philosopher.
- Known for his beliefs in transcendentalism (a school of thought that encouraged scientific inquiry and observation) and civil disobedience, and was a dedicated abolitionist.
- Author of “Civil Disobedience” published in 1849



Facilitator's notes:

*More information about Thoreau:

Thoreau was an American essayist, poet, and practical philosopher. He also became known for his beliefs in Transcendentalism (a school of thought that encouraged scientific inquiry and observation) and civil disobedience, and was a dedicated abolitionist (opposing slavery and the Mexican-American War). He made a strong case for acting on one's individual conscience and not blindly following laws and government policy. "The only obligation which I have a right to assume is to do at any time what I think right," he wrote.

Henry David Thoreau. (2014). The Biography.com website. Retrieved 03:02, Sep 16, 2014, from <http://www.biography.com/people/henry-david-thoreau-9506784>.

Participants will continue to complete Handout 9.

Excerpt from Thoreau's Civil Disobedience, Part 1



"There are thousands who are *in opinion* opposed to slavery and to the war, who yet in effect do nothing to put an end to them; who, esteeming themselves children of Washington and Franklin, sit down with their hands in their pockets, and say that they know not what to do, and do nothing; who even postpone the question of freedom to the question of free-trade, and quietly read the price-current along with the latest advices from Mexico, after dinner, and, it may be, fall asleep over them both. What is the price-current of an honest man and patriot to-day? They hesitate, and they regret, and sometimes they petition; but they do nothing in earnest and with effect. They will wait, well disposed, for others to remedy the evil, that they may no longer have it to regret."



<http://thoreau.eserver.org/civil1.html>

HANDOUT 10

"the war" referred to in the excerpt above is NOT the civil war, but the U.S.-Mexican War (1846-1848). Abolitionists considered it an effort to extend slavery into former Mexican territory.

Turn and Talk

“They will wait, well disposed, for others to remedy the evil, that they may no longer have it to regret.”

What do you think Thoreau means by this?



Have participants talk in pairs for 5 minutes.



Building Background Knowledge: Gandhi



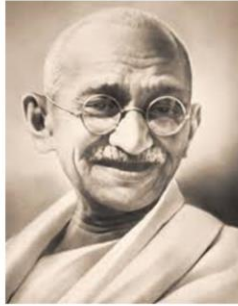
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Participants will continue to complete Handout 9.

Reminder to participants: As you take notes, ask yourself:

- Can an individual make a difference?
- When should one question authority?



**“Be the change that you
want to see in the world.”**

- Mahatma Gandhi



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Participants will continue to complete Handout 9. Remind the participants that as they take notes they should be asking themselves : Can an individual make a difference? When should one question authority?

Mahatma Gandhi (1869-1948)

- Primary leader of India's Independence Movement
- Advocated a policy of non-violent non-cooperation to achieve independence
- Struggled to alleviate poverty, liberate women and put an end to caste discrimination, with the ultimate objective being self-rule for India

Watch video

<http://www.biography.com/people/mahatma-gandhi-9305898>



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Facilitator's notes: use the video link to learn more about Gandhi. Video is approximately 5 minutes and could be shortened.)* Need transcript or closed captioning

<http://www.biography.com/people/mahatma-gandhi-9305898>

Facilitator Notes: Other key information about Gandhi:

Following his civil disobedience campaign (1919-22), he was jailed for conspiracy (1922-24).

Led a landmark march in 1930 to the sea to collect salt in symbolic defiance of the government monopoly.

After independence (1947), he tried to stop the Hindu-Muslim conflict in Bengal, a policy which led to his assassination

Participants will continue to complete Handout 9.



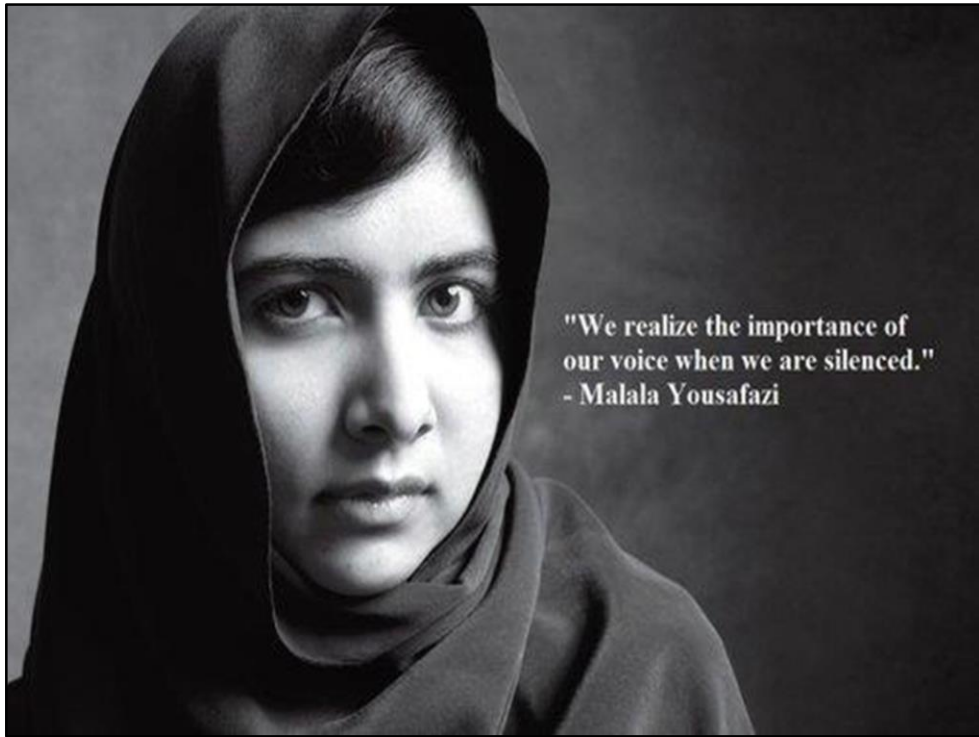
Building Background Knowledge: Malala



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Participants will continue to complete Handout 9. Remind the participants that as they take notes they should be asking themselves : Can an individual make a difference? When should one question authority?



Participants will continue to complete graphic organizer (see handout 9).

Malala Yousafzai (1997–)

- Women's rights activist
- Children's activist
- Speaks out about her right, and the right of all women, to education



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Facilitator Notes: Show a brief interview between Malala and Diane Sawyer (6minutes)* Need transcript or closed captioning

More information about Malala: Show a brief interview between Malala and Diane Sawyer

*Yousafzai attended a school that her father, Ziauddin Yousafzai, had founded. After the Taliban began attacking girls' schools in Swat, Malala gave a speech in Peshawar, Pakistan, in September 2008. The title of her talk was, "How dare the Taliban take away my basic right to education?"

In early 2009, Yousafzai began blogging for the BBC about living under the Taliban's threats to deny her an education. In order to hide her identity, she used the name Gul Makai. However, she was revealed to be the BBC blogger in December of that year. With a growing public platform, Yousafzai continued to speak out about her right, and the right of all women, to an education. Her activism resulted in a nomination for the International Children's Peace Prize in 2011. That same year, she was awarded Pakistan's National Youth Peace Prize.

Despite the Taliban's threats, Yousafzai remains a staunch advocate for the power of education.

<https://www.youtube.com/watch?v=ev-jPT5M9cU>

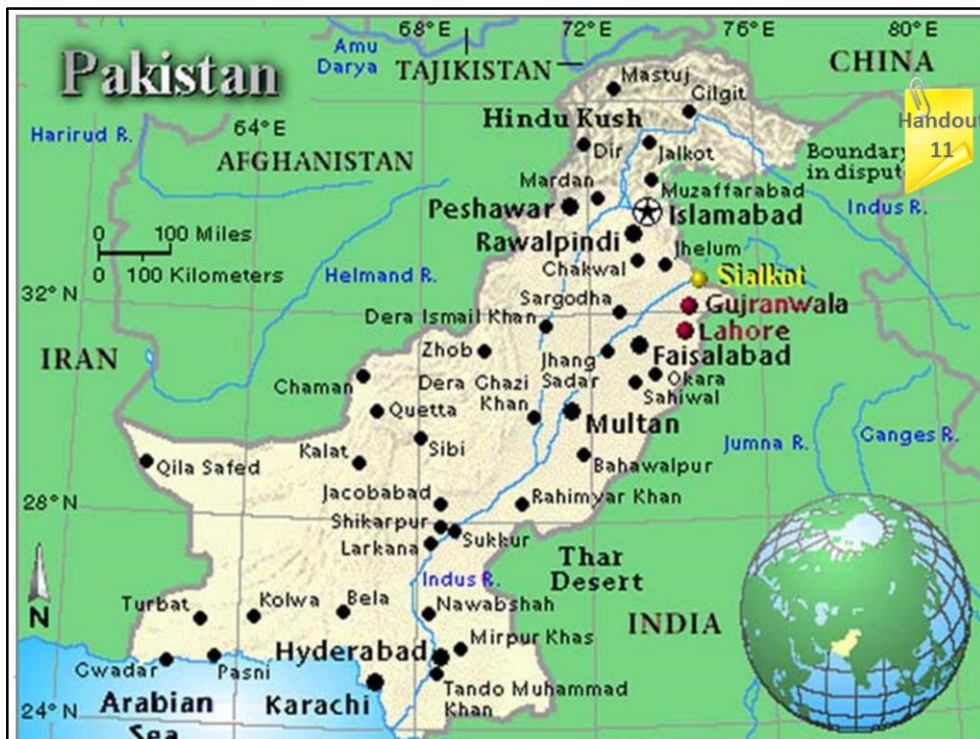
<http://www.biography.com/people/malala-yousafzai-21362253#early-life>

Participants will continue to complete Handout 9.

Malala Yousafzai (1997–)

- Nominated for the International Children's Peace Prize in 2011; nominated for Nobel Peace Prize in 2013
- Awarded Nobel Peace Prize in 2014
- Awarded Pakistan's National Youth Peace Prize





In your packet you will find this map of Pakistan. Malala is from the town of Mingora, which is near Dir in the northern area of Pakistan. Find Dir on your map.

Watch Video



Diane Sawyer Sits Down With the Inspirational Malala Yousafzai.mp4



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60

Facilitator Notes: Show a brief interview between Malala and Diane Sawyer (6minutes)
*Need transcript or closed captioning

More information about Malala: Show a brief interview between Malala and Diane Sawyer

*Yousafzai attended a school that her father, Ziauddin Yousafzai, had founded. After the Taliban began attacking girls' schools in Swat, Malala gave a speech in Peshawar, Pakistan, in September 2008. The title of her talk was, "How dare the Taliban take away my basic right to education?"

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Despite the Taliban's threats, Yousafzai remains a staunch advocate for the power of education.

<https://www.youtube.com/watch?v=ev-jPT5M9cU>

<http://www.biography.com/people/malala-yousafzai-21362253#early-life>

Participants will continue to complete Handout 9.

Revisiting Your Initial Ideas



Now, with your team, revise your definition for civil disobedience. Use evidence you have gathered from all the resources presented to support your answer.

Each team will present their definition to the whole group.



HANDOUT 8 (REUSE)

Facilitator notes: Using your graphic organizer, teams will work together to revise their initial definitions or explanations of Civil Disobedience.

Jigsaw Mini Presentations



Can an individual make a difference? When should one question authority?

- Thoreau
- Gandhi
- Malala



Facilitator notes: Using your notes on Handout 9, teams will be assigned to Thoreau, Gandhi and Malala and present their answer to the above question to the whole group.

Bringing It Back to the Standards



Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in these activities.



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HANDOUT 6 (REUSE)

Each table should have a Standards graphic organizer and a copy of the Common Core State Standards. Participants should jot down the different standards addressed in this activity, which is part of a larger social studies unit. This will help us to confirm the alignment of the activity and eventually the overall unit with the Common Core.

Bringing it Together



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Analysis Across Texts

What do these people have in common with Martin Luther King and Pastor Niemöller?
Use information from the sources to support your answer.

Do you see a connection in messages, central ideas, or beliefs of the people discussed?

Turn and talk to your neighbor.



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Facilitator- give participants 5 minutes to address quote on the slide and discuss with partner.

NOTE: Since its publication in 1849, "Civil Disobedience" has inspired many leaders of protest movements around the world. This non-violent approach to political and social resistance has influenced American civil rights movement activist Martin Luther King Jr. and Mohandas Gandhi, who helped India win independence from Great Britain, among many others.

Additional Activities for Group Discussion



- Read handout on civil disobedience for more information on the topic.
- How can we refine our previous explanation of civil disobedience? Use evidence from the sources provided.



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This activity can be done as a whole group or in small group discussion. See Handout 9 on Civil Disobedience.

HANDOUT 12

Whole Group Discussion

How else can we exercise our right to question the behavior of companies, public individuals, and the government?



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Give groups 10 minutes to discuss this concept.
Ask everyone to share thoughts.

Capturing the “Big Ideas”

- **Enduring Understanding:**
Individual citizens and groups participating in movements continually shape and re-shape society.
- **Essential Questions:**
Can an individual make a difference?
When should one question authority?



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Once again, for the purpose of this activity, this is the enduring understanding and essential questions that ground the readings and activities.

Bringing It Back to the Standards



Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in these activities.



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69

HANDOUT 6 (REUSE)

Each table should have a Standards graphic organizer and a copy of the Common Core State Standards. Participants should jot down the different standards addressed in this activity, which is part of a larger social studies unit. This will help us to confirm the alignment of the activity and eventually the overall unit with the Common Core.

Culminating Writing and Research Activities



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Thus far, throughout this presentation, participants have had an opportunity to practice close reading through various lenses and engage in discussion through multiple discussion protocols. Participants have had an opportunity to connect these activities to the CCS to ensure alignment. At this point, we will move forward and look at various ways in which we can incorporate other components of the CCS that include longer pieces of writing and research while also including possible ideas for mini-lessons.

Research and Writing

Students can be grouped by topic or interest to begin research with peers.

- Sources are collected, analyzed for credibility and usefulness
- Enduring question(s) developed
- Concepts discussed and clarified



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Students can be grouped randomly under a topic or allowed to choose their group based on their interest in a specific topic.

Students work together to locate sources, to review each source to determine its credibility and usefulness.

The group should develop one or more enduring questions that will be considered in the research and writing.

As students work through the materials, concepts can be discussed and peers can help lend clarity to confusing issues.

Research and Writing

Possible Groupings:

- Geographic Areas
- Leaders
- Organizations
- Causes
- Methods
- Local, state, or federal



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Geographic Areas: South Africa, China, US, India, South America.

Leaders: Ellen Johnson Sirleaf (Liberia, women's rights and peace), Aung San Suu Kyi (Burma, Democracy and Human Rights), Nelson Mandela (South Africa)

Organizations: Greenpeace, Act Up, IRA, Occupy, the Mothers of the Disappeared (Argentina)

Causes: Taxes, immigration, human rights, women's rights, political freedom, war, slavery, environment

Methods: blockades, sit-ins, boycotts, voter registration drives, strikes, hunger strikes

Local, state or federal: various topics (police brutality, anti-immigration, labor rights, minority rights, war, government spending, environment)

These groupings can be more focused and local for students who may have little background knowledge, to historic and controversial for those who may approach the subject with an understanding of the historical and social issues at hand.

The entire class can work on one topic, with the teacher intermittently modeling research, review and analysis for the students, to individual topics for each student.

This leaves room for differentiating instruction based on the needs and skill-levels of the students.

Writing

Explanatory Writing

- Craft a thesis about a topic

Argumentative

- Develop a claim and argue for or against a specific action or topic

Speech

- Write and deliver a speech (explanatory or argumentative)



Remember that students should be writing independently, while working with peers while editing and revising their own work and the work of others.

Using Mini-Lessons

- Finding credible sources
- Collecting and analyzing information using books, articles, references online
- Organizing ideas using note taking strategies/graphic organizers
- Citing information
- Using text evidence for elaboration
- Writing for different purposes and audiences



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The purpose of this slide is to briefly reference the types of mini-lessons that could be used in content area classrooms or ELA classrooms to give students a greater exposure for reading and writing. It should be clear that while students are conducting close reading, there are other ways we can develop their learning and building knowledge. Mini-lessons should be done in within the context of larger units of study.

Note to facilitator: While teaching the social studies unit, students can build knowledge and enhance skills through a variety of other activities/mini-lessons.

Using Mini-Lessons

- Reading texts that support specific purposes
- Writing a thesis, claim, or controlling statement
- Developing introductions and conclusions
- Using appropriate and varied transitions in writing
- Editing for grammar usage, punctuation, spelling, capitalization, sentence structure



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These mini-lessons can be addressed in both content area classrooms and ELA classrooms. **Educators should be working together to ensure consistency in the messaging.** Teachers across all subject areas should discuss terminology and all use all of the terminology in the same manner. Example – use of claim – use in science, social studies, ELA - the point is to use the same words in the same manner, with the same definition, across subject areas.

Bringing It Back to the Standards



- Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in the Optional Activities.
- How many standards were met during today's activities?



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HANDOUT 6 (REUSE)

Using the same graphic organizer from before, give participants 5 minutes to jot down the different standards addressed in this activity to confirm the alignment with the Common Core.

How many standards were met during these activities?

- Discuss at your tables
- Whole group discussion

Connecting These Standards to the Smarter Balanced Claims



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Alignment of Standards with Smarter Balanced Claims

What is a claim?

- Broad statements of the assessment system's learning outcomes, each of which requires evidence that articulates the types of data/observations that will support interpretations of competence towards achievement of the claims.

The claims have been carefully aligned with the expectations of the CCS.



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The overall focus of this presentation has been to illustrate the ways in which the Smarter Balanced Assessment Consortium assessment's claims are aligned to the standards. However, we need to reiterate that we do not encourage teaching to the test. The standards themselves are not discreet skills and should not be used as a checklist, but rather embedded in a larger curriculum. Best practices and ongoing incorporation of the following will give students the kinds of preparation needed to access the content of the Smarter Balanced Assessments.

*Students need to engage in reading, writing, listening, and research for a purpose

*Students need regular exposure to a range of complex literary and informational texts across content areas

*Students should be building skills that incorporate text evidence in reading, writing, research activities and well as the use of multiple sources across disciplines *Students should be familiar with the integration of technology and multi-media sources throughout instruction (including frequent use of computers, online sources/materials)

The Overall claim is specific to grade level. The overarching claims are specific to grades 3-8 (progressing towards college and career readiness) and grade 11 (demonstrate college and career readiness).

The definition of the claim can best be supported in subsequent slides in which we go through the individual claims and connect back to the activities conducted in this presentation.

Claim 1: Reading

Claim 1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

In the earlier activities modeled, students:

- read complex literary and informational texts
- used implicit and explicit details and specific textual evidence to support inferences and conclusions
- summarized key details and central ideas



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Claim 1 for the Smarter Balanced Summative Assessment is noted in this slide. The points listed are those modeled throughout the presentation and they connect the key skills that are assessed on the summative assessment.

For the purposes of assessing Claim 1:

At each grade level, students will engage with a variety of literary and informational texts, including literary nonfiction and texts covering science, social studies, and technical topics.

Students are expected to answer questions that range from demonstrating the ability to locate key details and summarize central ideas to using textual evidence to analyze and support judgments made about the ideas presented.

Some assessment items/tasks will focus on reading one text, while others will require students to compare, analyze, or integrate information from more than one text.

Claim 1: Reading

Claim 1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

In the earlier activities modeled, students:

- examined vocabulary in context, determined intended, precise, or nuanced meaning, including connotation/denotation
- analyzed within and across texts
- analyzed text structures and the impact of those on meaning and presentation



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80

Claim 1 for the Smarter Balanced Summative Assessment is noted in this slide. The points listed are those modeled throughout the presentation and they connect the key skills that are assessed on the summative assessment.

Claim 2: Writing

Claim 2 Writing: Students can produce effective and well-grounded writing for a range of purposes and audiences.

In the earlier activities modeled, students:

- composed full texts – explanatory or argumentative
- addressed purpose and audience
- stated a thesis or claim
- provided supporting evidence/details/elaboration consistent with focus/thesis/claim



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The information on this slide describes the expectation of Claim 2 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

At each grade level, students will demonstrate their ability to work with—compose, revise, and/or edit—a variety of shorter and longer literary and informational texts for different purposes.

As a reminder, assessment items and tasks addressing this claim include a combination of the following types of writing:

- narrative writing about real or imaginary experiences or events,
- writing informational/explanatory texts,
- writing opinions/arguments about a topic,
- and writing opinions/arguments in response to texts read (either fiction or nonfiction).

Therefore frequent and ongoing exposure to writing for all purposes and to a variety of audiences using a range of sources will prepare students for these type of assessment items.

Claim 2: Writing

Claim 2 Writing: Students can produce effective and well-grounded writing for a range of purposes and audiences.

In the earlier activities modeled, students:

- learned to use appropriate and varied transitional strategies
- developed a topic and elaborated using evidence from the text(s)
- wrote effective introductions and conclusions



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82

The information on this slide describes the expectation of Claim 2 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

Claim 2: Writing

Claim 2 Writing: Students can produce effective and well-grounded writing for a range of purposes and audiences.

In the earlier activities modeled, students:

- used appropriate vocabulary and tone for audience, purpose and task
- used language effectively (including word choice, sentence variety, precise/nuanced language, domain specific language, and voice)
- edited their own writing for conventions of Standard English



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The information on this slide describes the expectation of Claim 2 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

Claim 3: Listening

Claim 3 Listening: Students can employ effective listening skills for a range of purposes and audiences.

In the earlier activities modeled, students:

- worked collaboratively
- expressed their own ideas and listened carefully to ideas of others
- integrated information from oral, visual, and media sources
- evaluated what they heard



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The information on this slide describes the expectation of Claim 3 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

For the purposes of the Claim 3 Listening assessments, students at all grade levels will listen to/view a variety of non-print texts, such as following directions or procedures in a simulation or hands-on task, or viewing demonstrations, lectures, media messages, speeches, etc., and responding to comprehension- and integration/analysis-type questions (similar to the selected-response and open-response questions described for Claim #1).

The stimuli for the listening comprehension items will be drawn from a range of subject areas, including but not limited to science, history, and technical topics.

Listening comprehension items and tasks may include input that is audio-visual, as well as just audio in nature, and can be controlled by individual students as needed (e.g., repeated or paused for note taking).

Claim 4: Research

Claim 4 Research: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

In the earlier activities modeled, students:

- conducted research projects to answer a question or investigate a topic
- gathered, analyzed and integrated information from multiple print and non-print sources



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85

The information on this slide describes the expectation of Claim 4 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

Research and inquiry tasks are a means by which students can demonstrate their ability to think critically, analyze and synthesize information, and communicate effectively.

At each grade level, students will explore a topic, issue, or complex problem that may involve working with peers to gather and/or interpret information from multiple sources through the completion of a Performance Task. Sources will be varied in terms of types, format, and content area.

Claim 4: Research

Claim 4 Research: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

In the earlier activities modeled, students:

- assessed the credibility of sources and evaluated the relevance and completeness of the information provided
- used evidence from credible sources to support a thesis or claim



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Individual students then select, analyze, and synthesize information in order to craft a coherent response to the problem or prompt using supporting evidence.

In these multi-step performance tasks, students demonstrate their ability to apply literacy skills across content areas—history/social studies, science, and technical subjects, as well as the language arts.

The Components of the Smarter Balanced Assessment System



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The Smarter Balanced Assessment System

The Smarter Balanced Assessment System includes:

- formative tools in the Digital Library that benefit both instruction and learning
- interim assessments that mirror the summative assessment in test design
- summative assessments that are computer adaptive and administered during the last 12 weeks of the school year



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When people think of Smarter Balanced, they think of the summative test. One of the great components of the Smarter Balanced Assessment System is the Digital Library which contains tools to support the formative process. There is also an interim assessment component which is helpful for teachers as it mirrors the summative assessment and will provide information on how students are meeting the performance expectations of the claims.

+

The Digital Library is an online collection of instructional and professional learning resources contributed by educators for educators. The resources are aligned with the intent of the Common Core State Standards and will help educators implement the formative assessment process to include teaching and learning.

All resources must support or lend itself to support one of the formative assessment attributes:

- Clarify intended learning
- Elicit evidence
- Interpret evidence
- Act on evidence

The Digital Library will contain assessment literacy modules, exemplar assessment modules and education resources.

For more information:

<http://www.smarterbalanced.org/k-12-education/teachers/>

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=335358>

+

The Smarter Balanced **Interim Assessments** serve as progress checks, providing evidence on students' strengths and limitations in relation to the standards, and may also be diagnostic if they are detailed enough.

These checks identify students needs as to how they are progressing in their understanding of the content taught. A snapshot of how students are progressing giving an indication on how they would perform on the summative assessment.

Interim assessments are also helpful in providing data about the strengths and limitations of curriculum or program. Focusing questions -How are the students progressing?

-How well is this program working?

Open-Ended test items will be locally scored. All scoring materials will be made available to districts.

There are no security expectations for the items in the interim assessment item bank, and the interim assessments are not intended to be used for accountability purposes.

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The 2014-2015 Smarter Balanced **Summative Assessment** testing schedule is available on the CSDE website. For more information about Smarter Balanced, please visit the CSDE and Smarter Balanced websites.

Supporting Students Who Take the Smarter Balanced Assessments

- Frequent exposure to typing, writing and reading on-line
- Regular use of online tools such as highlighting, note-taking, increasing/decreasing font size, scrolling
- Familiarity with navigating the assessment through the online training and practice tests



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The practice and training tests will allow students to familiarize themselves with the embedded accommodations, text format, and tools. They will also allow students to see the types of items presented. Incorporating the standards when accessing the content will help prepare students; however, teachers may also use some of the strategies outlined here to help prepare students with the newer technology demands of the Interim and Summative assessments.

The Smarter Balanced Practice Test allows teachers, students, parents, and other interested parties to experience a full grade-level assessment and gain insight into how Smarter Balanced will assess students' mastery of the Common Core. The Practice Tests mirror the year-end assessment. Each grade level assessment includes a variety of question types and difficulty (approximately 30 items each in ELA and math) as well as an ELA and math performance task at each grade level (3–8 and 11). The May 2014 version of the Practice Tests include additional universal tools, designated supports, and [accommodations](#) that were not available in the previous version. All language supports, including translated glossaries and stacked Spanish translation, are available on mathematics Practice and Training Tests

The Training Tests are designed to provide students and teachers with opportunities to quickly familiarize themselves with the [software](#) and navigational tools that they will use on the upcoming Smarter Balanced Field Test and/or the spring 2015 Smarter Balanced Assessments. The Training Test is organized by grade bands (grades 3 to 5, 6

to 8, and high school) and each test contains 14-15 questions. The questions on the Training Test were selected to provide students with an opportunity to practice a range of question types. The Training Tests do not contain performance tasks. Similar to the Practice Test, the Training Test includes all embedded universal tools, designated supports, and accommodations.

Smarter Balanced Practice and Training Tests

Smarter Balanced Practice and Training
Tests available for math and ELA/Literacy
[http://www.smarterbalanced.org/practice-
test/](http://www.smarterbalanced.org/practice-test/)



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Updated in May 2014, the URL included above will give teachers access to the Smarter Balanced Practice and Training Tests available for math and ELA.

Questions



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Success Criteria

- I can explain how the Connecticut Core Standards (CCS) connect to the Smarter Balanced claims.
- I can meet the scope of the standards through best practices and by incorporating a variety of strategies and activities across content areas.



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Facilitator: Take a moment to have participants reflect on the Success Criteria following the conclusion of this presentation.

Additional Resources



- CT Core Standards: <http://ctcorestandards.org/>
- Connecticut Dream Team 2014 ELA Resources: http://ctcorestandards.org/?page_id=869
- Achieve the Core: <http://achievethecore.org/>
- iCONN.org – Connecticut’s research engine
- Achieve the Core, Text Complexity Rubrics and Placemats: <http://achievethecore.org/page/642/text-complexity-collection>



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Additional Resources

- Smarter Balanced Practice Tests and Training Site
<http://sbac.portal.airast.org/practice-test/resources/>
- Smarter Balanced Assessment System:
<http://www.smarterbalanced.org/>
- Karin Hess Depth of Knowledge
http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf



Additional Resources

Digital Library

- <http://www.smarterbalanced.org/k-12-education/teachers/>
- <http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=335358>



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Additional Resources



Smarter Balanced Scoring Guides and Performance Task Writing Rubrics can be accessed at:

<http://sbac.portal.airast.org/practice-test/resources/>

Copies of the Performance Task Writing Rubrics are included in each participant folder.



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**Connecticut State Department
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