

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



Connecticut State Department of Education



# 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.

# 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.

# Food for Thought



# Before we Begin...



# 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

# Key Shifts of the Common Core State Standards



**Practice  
with  
Complex  
Text**



**Cite  
Evidence**



**Build  
Knowledge**

# English Language Arts/Literacy Claims





# 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.

# 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!**

# 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

# 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



# Conducting Close Reads



# 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).

# 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).

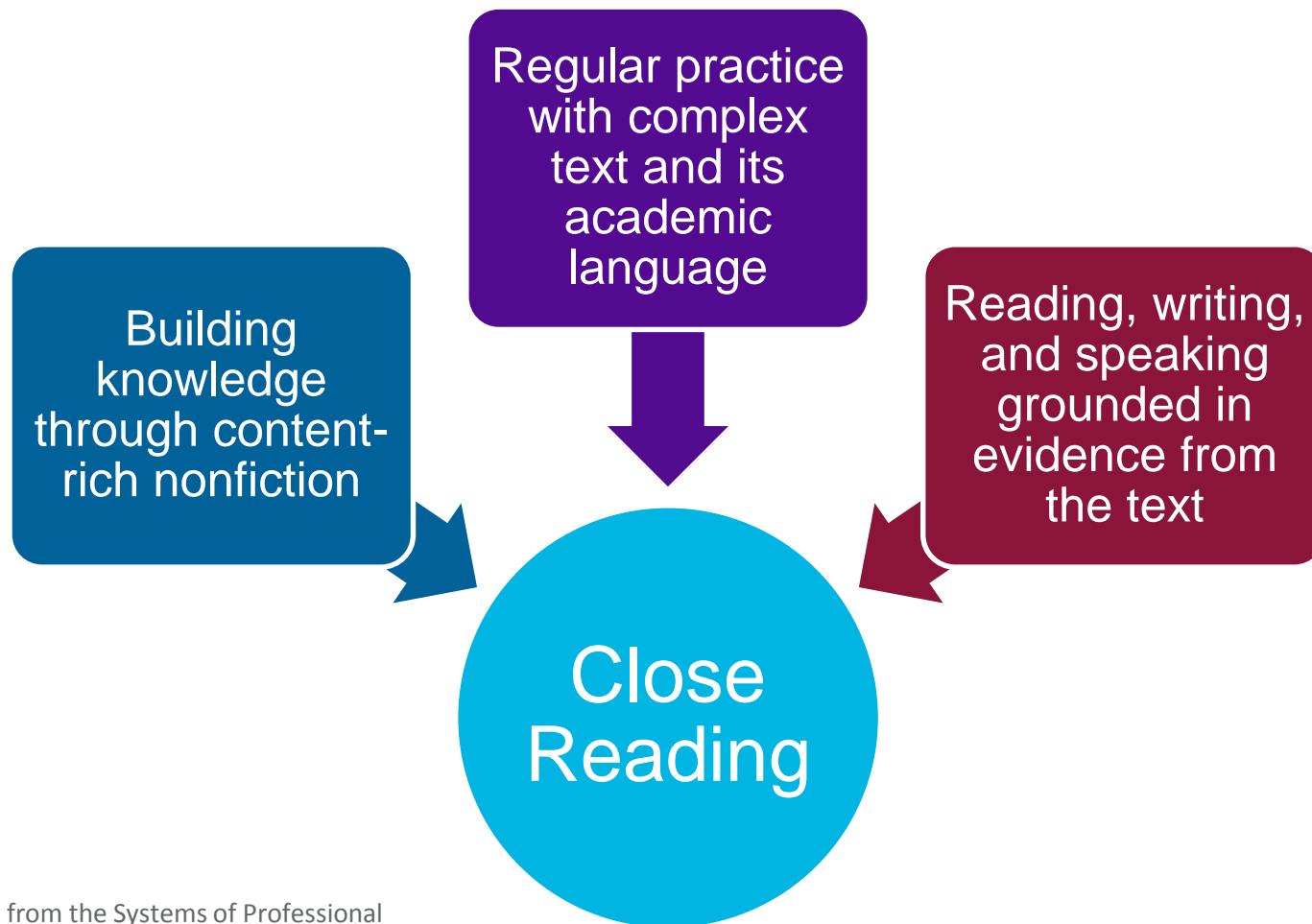
# What is Close Reading?

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).



# Why use Close Reading?



Adapted from the Systems of Professional Learning for Coaches ELA Module 1: *Focus on Instructional Shifts* developed by PCG

# 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

# 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)

# 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

# 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

# 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

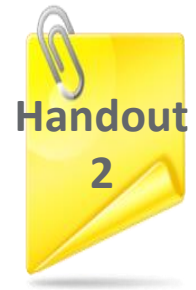
# 10 Minute Break!

# Begin with an Activity





# Directions



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

## Then...

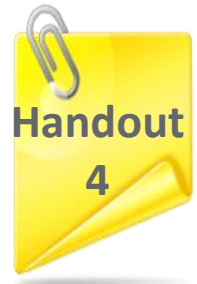


- Read the Guiding Questions document (found in the center of each table) with your group.
- Reread Document 1 and use the guiding questions to discuss the document again. Remember to use evidence from the text to support your inferences and conclusions.
- Be prepared to share your responses as a whole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

# 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?

# Directions



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

## Then...



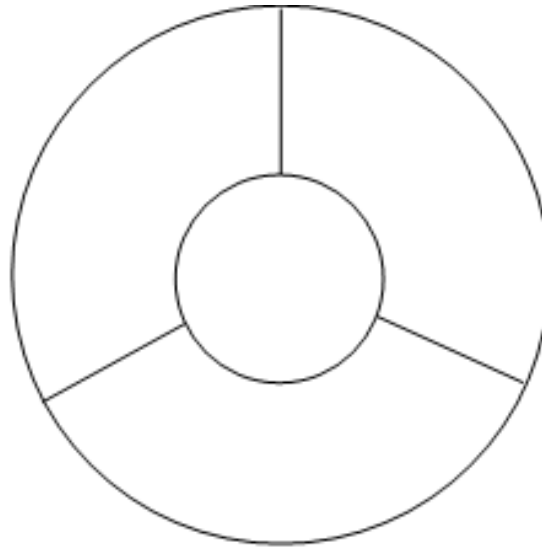
- Reread Document 2 and use the same guiding questions to discuss the document again. Remember to use evidence from the text to support your inferences and conclusions.
- Be prepared to share your responses as a whole group.

# 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?

# 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.



# Analysis Within and Across Texts Placemat Reflection Protocol

- Is there a theme that 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



# 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.

# 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?

# Bringing It Back to the Standards



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

# Use of Multimedia



# Listen to Audio 1



# 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?

# Watch Video 1



# 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.



# 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.

# 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?

# Bringing It Back to the Standards



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

# Lunch Break!



# Jigsaw Activity



# 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



# Building Background Knowledge: Thoreau

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

- Henry David Thoreau





# 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

# 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 prices-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.”

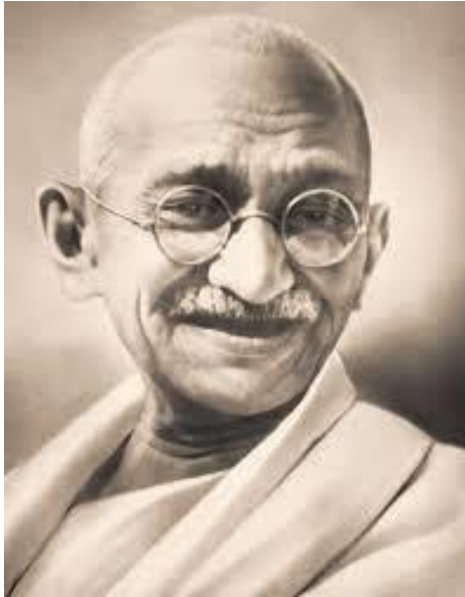
# Turn and Talk

“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?



# Building Background Knowledge: Gandhi



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

**- Mahatma Gandhi**

# 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

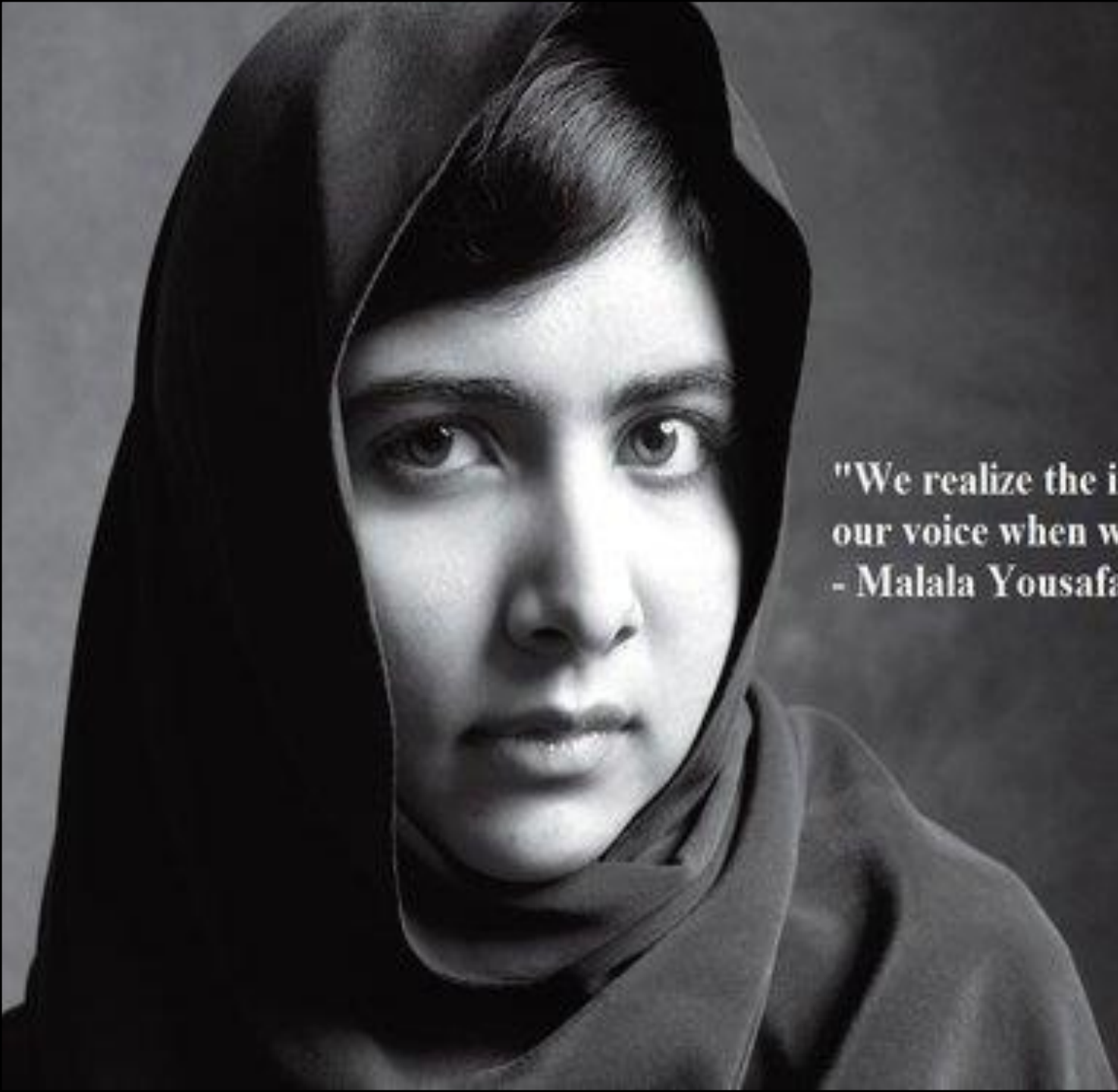
<http://www.biography.com/people/mahatma-gandhi-9305898>





# Building Background Knowledge: Malala





**"We realize the importance of  
our voice when we are silenced."  
- Malala Yousafzai**



# Malala Yousafzai (1997–)

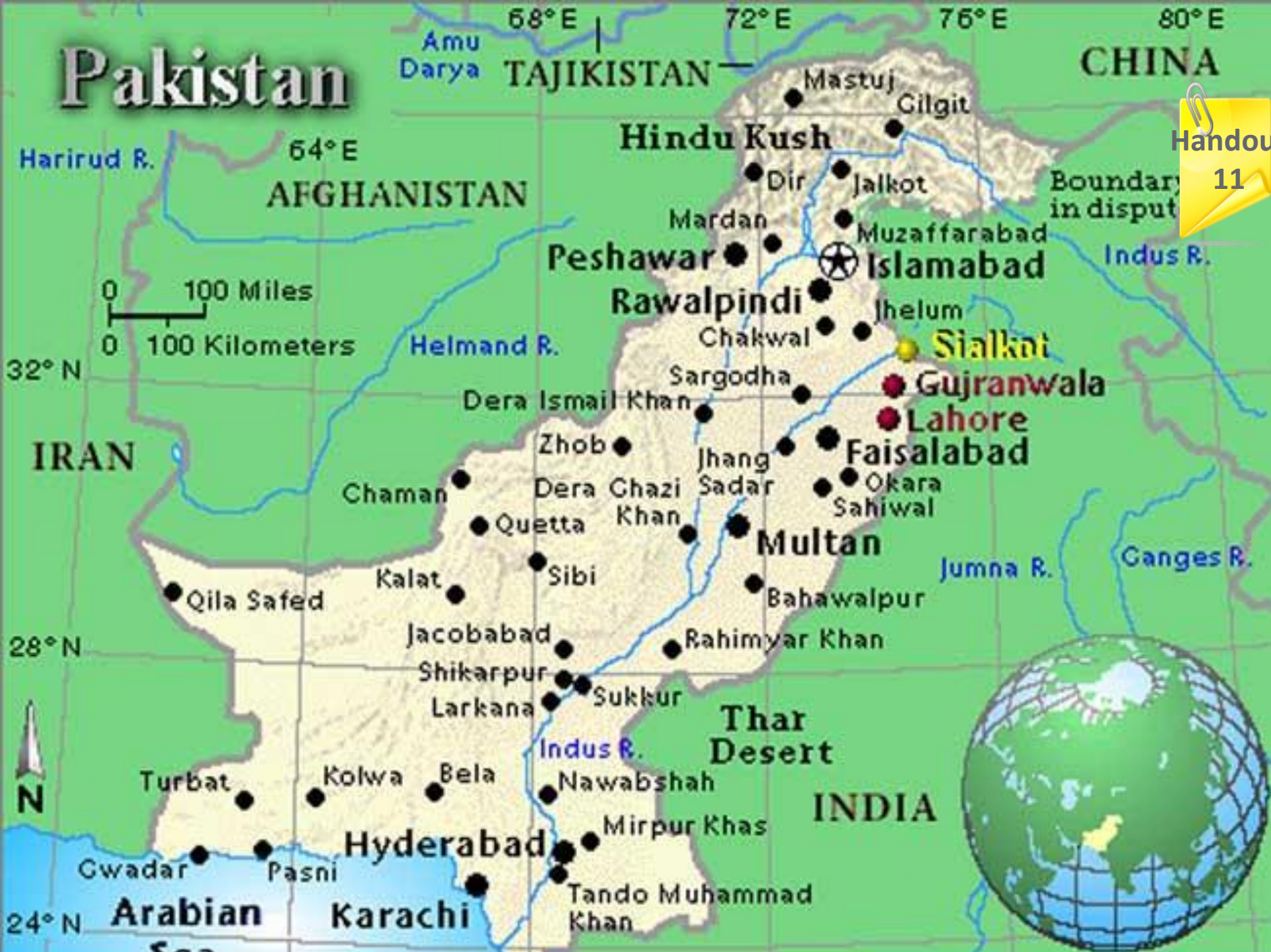
- Women's rights activist
- Children's activist
- Speaks out about her right, and the right of all women, to education

# 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

# Pakistan

Handout  
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# Watch Video



Diane Sawyer Sits Down With the Inspirational Malala Yousafzai.mp4

# 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.

# Jigsaw Mini Presentations



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

- Thoreau
- Gandhi
- Malala



# Bringing It Back to the Standards



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

# Bringing it Together





# 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.

# 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.

# Whole Group Discussion

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

# 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?

# Bringing It Back to the Standards



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

# Culminating Writing and Research Activities



# 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

# Research and Writing

## Possible Groupings:

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



# 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)

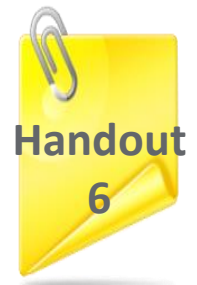
# Using Mini-Lessons

- 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

# 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

# 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?

# Connecting These Standards to the Smarter Balanced Claims



# 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.

# 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

# 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



# 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

# 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

# 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

# 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

# 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

# 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

# The Components of the Smarter Balanced Assessment System



# 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



# 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

# 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/)

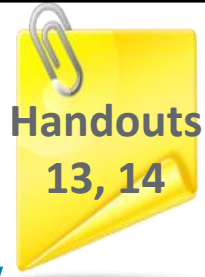
# Questions



# 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.

# Additional Resources



- CT Core Standards: <http://ctcorestandards.org/>
- Connecticut Dream Team 2014 ELA Resources: [http://ctcorestandards.org/?page\\_id=869](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>

# 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](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>

# 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.



# Connecticut State Department of Education

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