

Smarter Balanced Assessment System: Connecting the ELA Claims to Classroom Instruction Grades K-5



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...

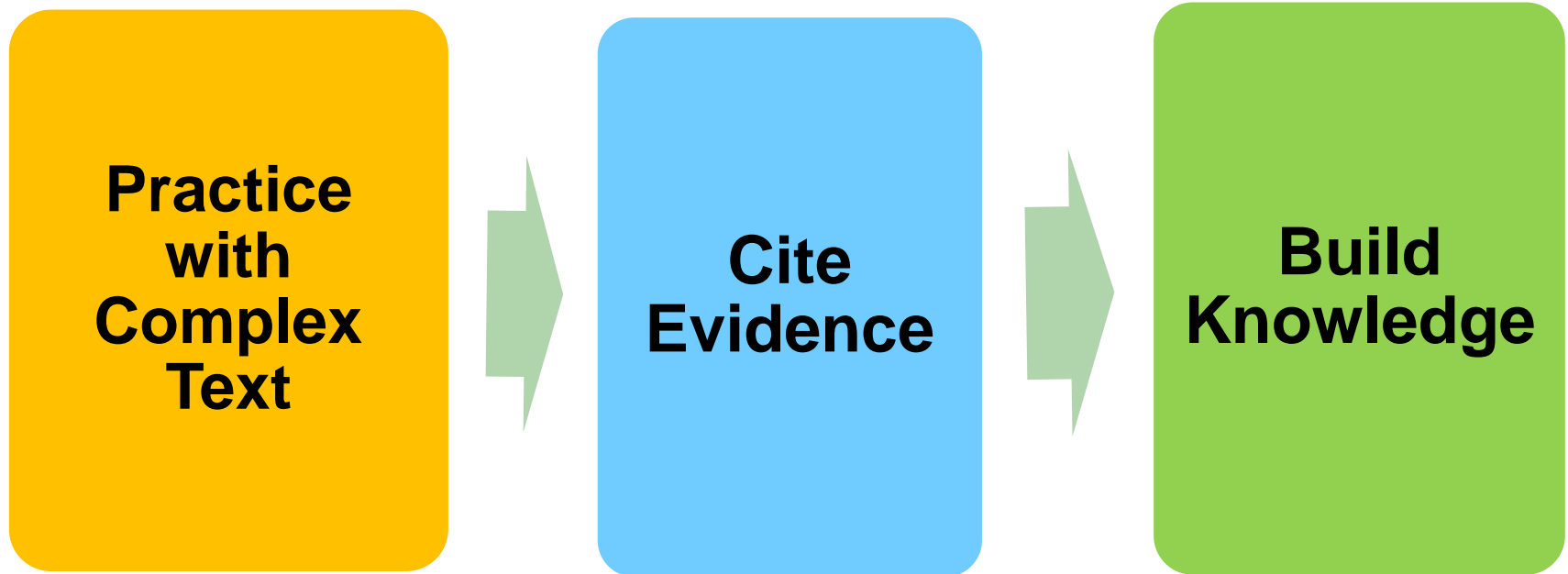


What is Not Covered by the Common Core State Standards (CCSS) is Still Important

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 Connecticut Core Standards (CCS)



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.

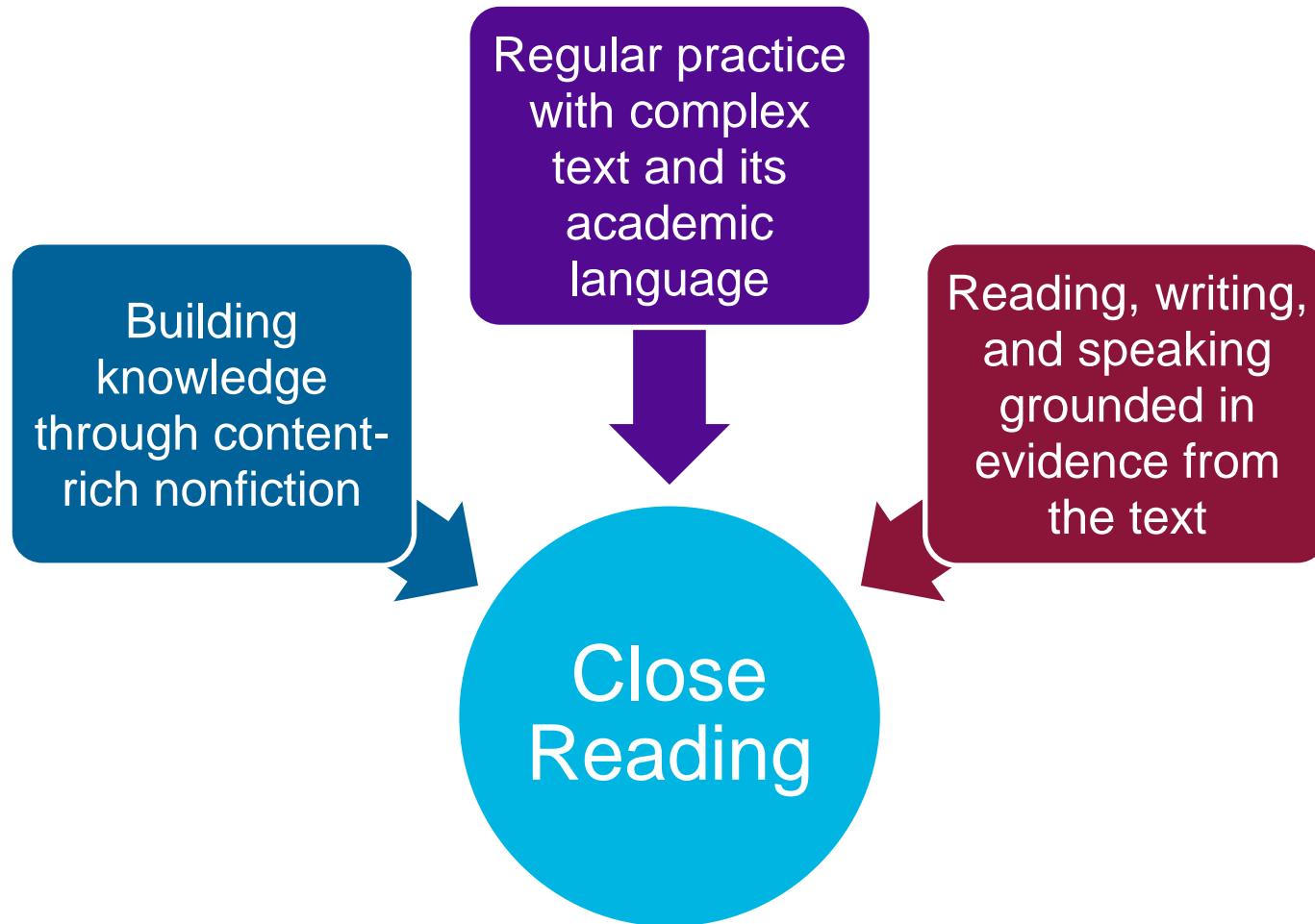
(Patricia Kane for the Writing Center at Harvard University, 1998)

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

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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 that 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

5 Minute Break!

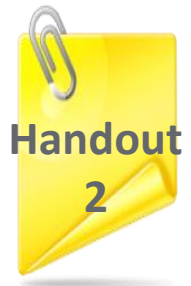


Activity 1

Close Reading a Picture



Close Reading of a Picture Directions



- Look at the picture.
- What do you notice? Share your feedback with your group.

Picture



Directions



Complete the graphic organizer and discuss:

- In the center of each table are graphic organizers for you to use as you study this picture.
- Look at the picture again as you complete the graphic organizer. Remember to use evidence from the picture to support your inferences and conclusions.
- Share your feedback with your group.

Guiding Questions Using Graphic Organizer

- What details do you notice from the picture?
- What was your initial impression and reaction?
- What are your unanswered questions?

Further Guiding Questions

- Why do you think the photographer took this picture?
- What is the photographer's point of view?
- What do you notice as different or unusual in the picture? Use information from the picture to support your answer.

Capturing the “Big Ideas”

- **Enduring Understanding:**
Friendships can develop unexpectedly in unlikely ways and places.
- **Essential Question:**
Can we be friends with someone (or something) entirely different from us?

Bringing It Back to the Standards



Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in Activity 1.

Activity 2

Anchor Text: *Amos & Boris*



First Read

Teacher conducts Read Aloud of entire text.

- Can be displayed on Smart Board or using Elmo projector
- Students have individual copies to follow along
- Students listen to teacher modeling fluent reading

Second Read



Students conduct a close read independently.

- Read pages 16-19, paragraphs 21-28
- Annotate by **circling** unknown words and placing a **?** in areas that you do not understand
- Share with group, teacher will post and review key vocabulary

Third Read



- Complete the *Amos & Boris Third Close Read* Graphic Organizer with a partner.
- This set of text-dependent questions focus on key details and ideas.
 - What does this text say?

Fold the Line:

Text-Dependent Questions

- How does Boris feel about Amos? Use evidence from the text to support your answer.
- How does Amos feel about Boris? Use evidence from the text to support your answer.

Final Read



- Students will work on completing the text-dependent questions on the Final Close Read graphic organizer.
- This set of text-dependent questions focuses on integrating knowledge and ideas.
 - What is the purpose of this story?
 - What is the central idea?
 - How does the central idea connect to the theme?

Turn and Talk: Analysis Across Texts

- Using evidence from pages 16-19, describe the friendship between Amos and Boris.
- How does this information connect with Picture 1? Use information from the text and Picture 1 to support your answer.
- What theme do these two texts share? Use evidence from both sources to support your answer.

Capturing the “Big Ideas”

- **Enduring Understanding:**
Friendships can develop unexpectedly in unlikely ways and places.
- **Essential Question:**
Can we be friends with someone (or something) entirely different from us?

Bringing It Back to the Standards



Using the standards graphic organizer previously used, identify which Connecticut Core Standards (CCS) were addressed in Activity 2.

Activity 3

Supporting Text: *The Best Day Ever*



Incorporating Nonfiction Text



- Read *The Best Day Ever* article independently.
- Take notes on the graphic organizer in the section under “Article” in which you focus on the animals’ actions, gestures, expressions, and relationships.

Incorporating Multimedia

- Now you will watch a video.



- Take notes on the graphic organizer in the section under “Video” in which you focus on the animals’ actions, gestures, expressions, and relationships.

Guiding Questions

- Does the video change your understanding of what you have read?
- How does reading the chapter and watching the video differ?
- Share your thinking with your table. Designate a table leader who will share responses with the whole group.

Paired Discussions

- What does Suryaia gain from his friendship with Roscoe? Use evidence from the article and video to support your conclusions.
- In contrast, what does Roscoe gain from his friendship with Suryaia? Use evidence from the article and video to support your conclusions.



Capturing the “Big Ideas”

- **Enduring Understanding:**
Friendships can develop unexpectedly in unlikely ways and places.
- **Essential Question:**
Can we be friends with someone (or something) entirely different from us?

Bringing It Back to the Standards



Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in Activity 3.

Bringing It Together

Optional Culminating Activities



Optional Activities: Opinion Writing

- Each group will read a chapter from the book *Unlikely Friendships* by Jennifer S. Holland.
- As you read closely, gather information on the animals to answer the following question:
 - Can we be friends with someone (or something) entirely different from us?

Optional Activities: Opinion Writing

- What are the qualities of a good friendship?
- Based on the animals you've seen and discussed in group, would you describe them as having unusual friendships? Use information from the picture, text and video to support your answers.
- Opinion Writing Activity/Speech

Optional Activities: Research and Informational Writing



Under the overarching theme of Unlikely Friendships:

- Divide class into 4 groups.
- Each group will be provided with a different focus.
- Within each group, students will work together to research their topic.
 - Group 1: Dogs
 - Group 2: Cats
 - Group 3: Goats
 - Group 4: Deer
- Once resources are collected and evidence is gathered, each student will independently write an informational paper about an unlikely animal friendship based on their research.

Using Mini Lessons

- Using text evidence for elaboration
- Developing introductions and conclusions
- Editing for grammar usage, punctuation, spelling, capitalization, sentence structure
- Using transitions in writing
- Stating an opinion or central idea
- Reading texts that support specific purposes

Using Mini Lessons

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

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 to support inferences and conclusions

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:

- summarized key details and central ideas
- examined vocabulary in context and made meaning using context clues
- analyzed in and across texts

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 - informational or opinion
- addressed purpose and audience
- stated an opinion or central idea
- 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 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 for audience, purpose and task
- used language effectively (including word choice, sentence variety, 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 short research projects to answer a question or investigate a topic
- located information from print and non-print sources
- used evidence to generate opinions or central ideas and cited evidence to support them

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
- Achieve the Core: <http://achievethecore.org/>
- iCONN.org – Connecticut’s research engine
- 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

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

Office of Student Assessment Contact Information:

Telephone: 860-713-6860

E-mail: CTStudentAssessment@ct.gov

