

# Smarter Balanced Assessments English Language Arts/Literacy: Claim 3 Listening

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Assessment Literacy Workshops  
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# Rationale for Assessing Listening

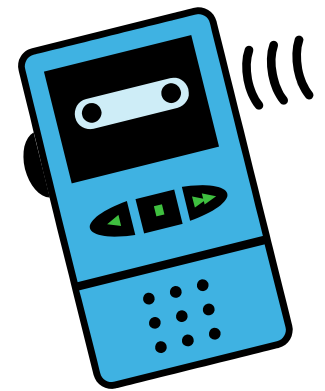
- “Success in college coursework and careers depends heavily on the ability to communicate effectively—demonstrating active listening, interpersonal communication, and the ability to integrate oral/visual/graphic information.”
- “Stressing listening comprehension and discussion/speaking communications develops students’ ability to process more complex information than they may be able to read or even write about, especially at the elementary and middle grades.”



## Claim 3

Students can employ effective listening skills for a range of purposes and audiences.

# History



- History of Listening Assessment Statewide in Connecticut
  - From Literal/Inferential and evaluative (1985 – 1992) to
  - Analyzing, Elaborating and Responding Critically/Constructing Meaning and Using Strategies (1993 – 1997)
  - Listening Comprehension was dropped from statewide assessment in 1998 to the present.

And now we are shifting to...

# Assessment Shifts Relative to Claim 3

- Focused instruction on the development of students' skills in listening to and comprehending presentations
- Assessment of students' ability to understand, interpret, and use content that is delivered via audio and audio-visual presentations



# Language of Item Development

Claim 3 items will use the following formats:

- Multiple-Choice, single correct response
- Two-part Multiple-Choice, with evidence responses
- Multiple-Choice, multiple correct responses (e.g., “Select 2 responses” OR “Select **all** that apply”)



(Warning: If you get an item today that does not specify more than one answer choice, then the correct response is a single answer choice.)

## Probable Stimuli

- Stimuli are nonfiction audio and audiovisual presentations that are about one minute in length.



# Listening Stimulus: Complexity Rubric



Smarter Balanced  
English Language Arts &  
**DRAFT** Literacy Stimulus Specifications

## Audio Complexity: Qualitative Measures Rubric

### LISTENING STIMULI

The Smarter Balanced Assessment Consortium developed the following qualitative measures rubric for Listening stimuli. The rubric examines the following criteria judged as central to students' successful comprehension of audio stimulus purpose, auditory structure, oral language features, and knowledge demands. Each of these categories is ranked based on descriptors associated with the following levels: low complexity, medium complexity, and high complexity.

Features	Low Complexity	Medium Complexity	High Complexity
Purpose	<ul style="list-style-type: none"> <li><b>Purpose:</b> Explicitly stated; clear, concrete with a narrow focus</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Implied, but fairly easy to infer; more theoretical than concrete</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Subtle, implied, theoretical elements</li> </ul>
	<ul style="list-style-type: none"> <li><b>Audience:</b> Speaker's approach is straightforward and transparent.</li> </ul>	<ul style="list-style-type: none"> <li><b>Audience:</b> Speaker's approach is somewhat layered and may include elements intended to persuade or influence audience.</li> </ul>	<ul style="list-style-type: none"> <li><b>Audience:</b> Speaker may include a variety of persuasive techniques; speaker may direct the message to multiple audiences, and the listener must decipher the meaning on more than one level.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Presentation:</b> A single speaker presents the information.</li> </ul>	<ul style="list-style-type: none"> <li><b>Presentation:</b> Two or more speakers interact. Their patterns of communication may influence the meaning and flow of information.</li> </ul>	<ul style="list-style-type: none"> <li><b>Presentation:</b> Two or more speakers interact. The juxtaposition of the speakers may reveal a contrast or otherwise influence the meaning.</li> </ul>



# Claim 3 and Assessment Target

Students can employ effective listening skills for a range of purposes and audiences.

Target 4: LISTEN/INTERPRET

Grades 3-5: Interpret and use information delivered orally.

Grades 6-11: Analyze, interpret, and use information delivered orally.

# Claim 3, Target 4

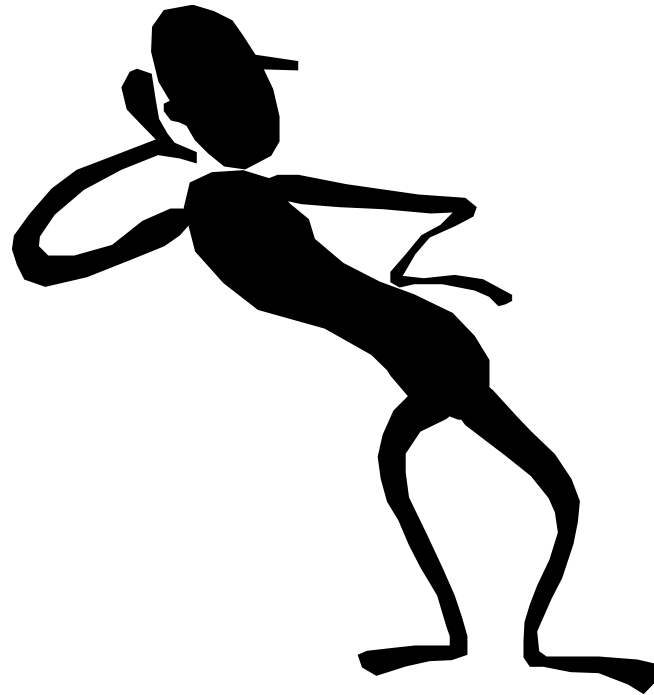
## Sample Item

Grade 11, Stimulus: On the Final Flight of the *Discovery*

Which conclusion can be made from the presentation?

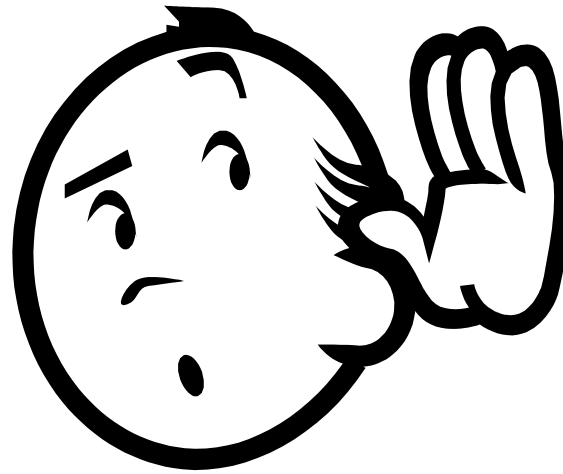
- A. Space exploration for the general public will never happen in our lifetimes.
- B. The dangers of space exploration far outweigh the benefits of space exploration.
- C. Only the very rich will likely be able to enjoy the initial commercial space flights.
- D. Moral support is the best investment we can provide to make space exploration happen.

# Get Ready to Listen



# Group Sharing

Given what we just learned about Claim 3, Please share one idea of what a district can do differently to better support instruction aimed at enhancing a student's skill at listening critically.



# Accessibility and Accommodations



# Accessibility and Accommodations Considerations for Claim 3

- Accommodations (e.g., human signer for ASL or captioning) may need to be considered for students with hearing impairments.
- Students with auditory processing impairments and students with visual impairments may need accommodations as well.
- Stimuli will be carefully screened to eliminate ambiguous or confusing language.
- Item stems will model simple, clear grade-appropriate language.

# Questions



# Reflect on Guiding Questions

1. What do educators need to do to support student learning?
2. What do educators need to do to ensure that students are prepared for the Smarter Balanced assessments?



# Claim 3, Target 4

## Sample Item

What is the narrator’s opinion on the importance of space exploration?

- A. Exploring the space frontier is pointless, because space is “empty, uninhabited, and perhaps even unknowable.”
- B. Exploration led to “Americans [crowding] around black-and-white televisions” to watch humans go into space and later explore the Moon.
- C. If we stop exploring beyond what we know, we will find ourselves “shortsighted, ignorant, and ultimately poorer for our lack of courage and vision.”
- D. If we explore the unknown universe further, we will be ignoring “the realities here on Earth—for there certainly is no end to the terrestrial challenges we face.”