

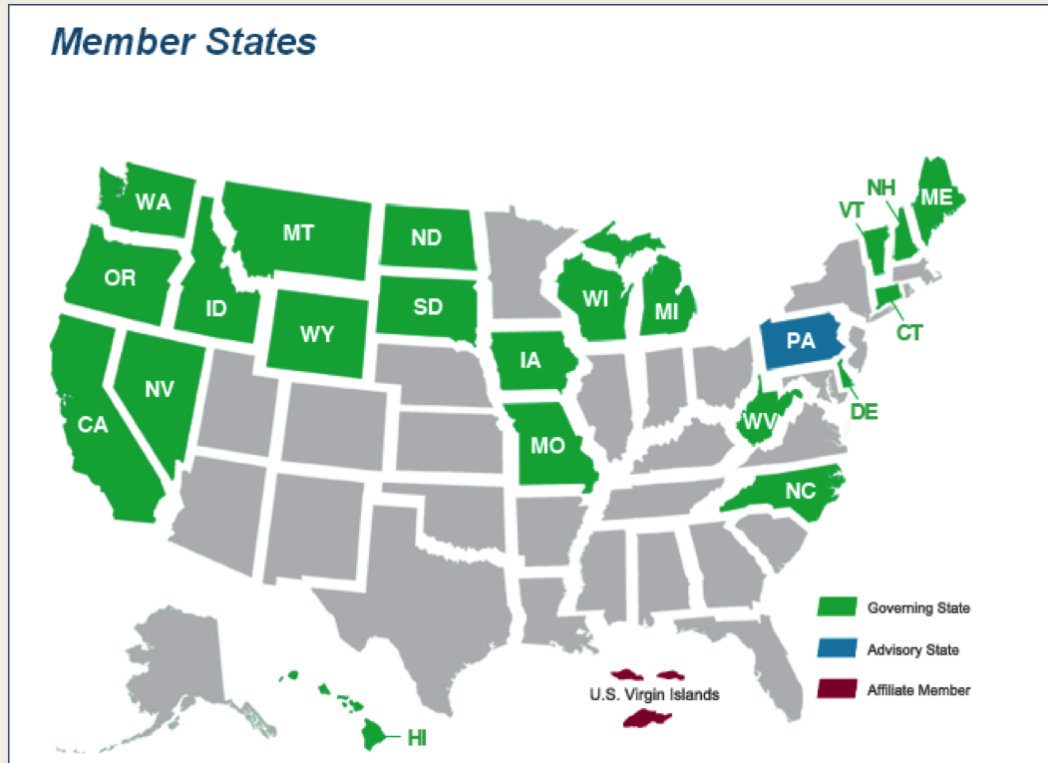
# SBAC Parent Night

**The answers to many questions!**

# History of SBAC

- ★ SBAC= Smarter Balanced Assessment Consortium
- ★ Replaces the MSP (formerly known as the WASL)
  - Part of No Child Left Behind (NCLB)--every state must give a state assessment→ Washington chose SBAC.
- ★ Based on the Common Core State Standards (CCSS) which 43 states have adopted
  - All states must have agreed upon standards under NCLB
  - Our state has always had standards. The change is that they are now aligned nationally

# SBAC Member States



# Examples of Math CCSS

## ★ Operations and Algebraic Thinking

- CCSS.MATH.CONTENT.3.OA.A.1 Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .*
- 
- CCSS.MATH.CONTENT.4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 
- CCSS.MATH.CONTENT.5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.*

# Examples of ELA CCSS

## ★ Key Ideas and Details

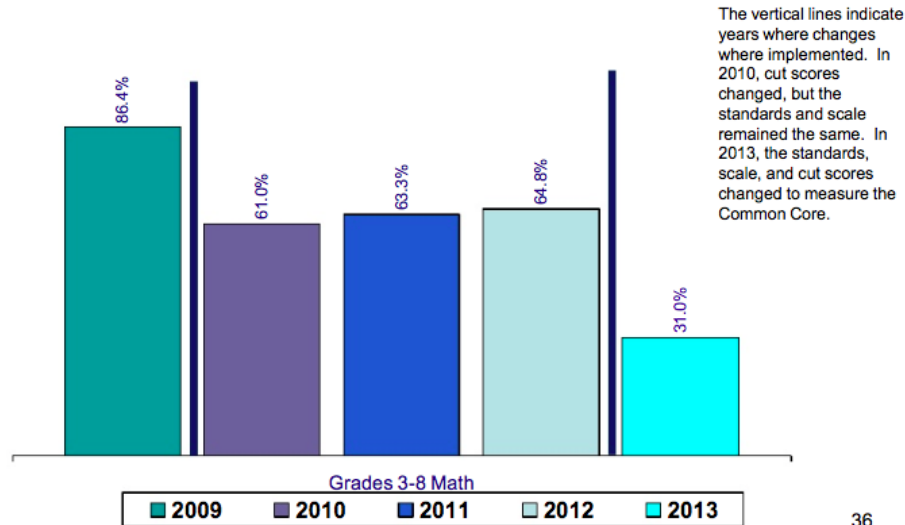
- CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

# SBAC Format

- ★ Computer Adaptive Test
  - Skills needed to succeed: typing(including composing and editing at keyboard), click and drag, highlight with cursor, scroll boxes in multiple windows, resizing windows, using cursor to insert text in specific field, copy and paste, undo/redo, and many test-specific tools.
  - Similar to MAP--questions adjust as students answer
  - Typing practice at home is very important!
- ★ Math and English Language Arts (ELA) (includes Writing and Performance Task)
- ★ 5th grade students take MSP Science test in addition
- ★ We expect scores to drop. This has been seen in other states during the transition to SBAC.

# SBAC Data from New York

In **math**, 31 percent of grades 3-8 students across the State met or exceeded the proficiency standard (NYS Levels 3 or 4) in math, reflecting a new baseline relative to the Common Core Standards



# Math Item Types

- ★ MC-- Multiple choice, single correct response
- ★ MS-- Multiple choice, multiple correct responses
- ★ EQ-- Equation/Numeric
- ★ TI-- Fill-in tables
- ★ DD-- Drag and drop
- ★ ST-- Short text
  - SBAC now limits to specific targets within claims 3 and 4
  - Grades 5+ only
- ★ G--Graphing
- ★ MA-- Matching tables
- ★ HS-- Hot spot
- ★ GI-- Graphing interaction
- ★ Performance Tasks



# ELA Item Types

- ★ MC – Multiple choice, single correct response
- ★ MS – Multiple choice, multiple correct responses
- ★ EBSR – Evidence-based selected response
- ★ ST/CR – Short text/Constructed response
- ★ WR/CR--Written response/Constructed response (only found in select writing standards)
- ★ Hot text: select text and reorder text
- ★ MA-- Matching tables
- ★ Performance Tasks

# Student Menu

The screenshot shows a student menu interface for a math test. At the top, the user information is displayed: SMITH, JANE (State-SSID: ST-1234567890) | G06-Math-CAT1 (22 out of 22) | Question: 22. Below this is a toolbar with several buttons: ZOOM IN, ZOOM OUT, CALCULATOR, PAUSE, BACK, NEXT, and END TEST. The ZOOM IN and ZOOM OUT buttons are grouped together. The PAUSE button is a vertical bar icon. The BACK and NEXT buttons are left and right arrow icons. The END TEST button is a red button with a document icon. Below the toolbar, the question number 22 is displayed in a blue box. The question text is: "Connor is buying tickets to a play. The play he and his friends want to see costs \$4.75 per ticket. Connor has \$26.00 in his pocket. What is the greatest number of tickets Connor can buy?". Below the question are four multiple-choice options: (A) 4, (B) 5, (C) 6, and (D) 7. At the bottom of the interface, there are three buttons: a Help button with a question mark icon, a Tutorial button with a question mark icon, a Comment button with a speech bubble icon, and a Flag for review button with a flag icon. The End Test button is also visible at the bottom right. Red arrows point from text labels to the corresponding buttons in the interface.

SMITH, JANE (State-SSID: ST-1234567890) | G06-Math-CAT1 (22 out of 22) | Question: 22

ZOOM IN ZOOM OUT CALCULATOR PAUSE BACK NEXT END TEST

Zoom buttons

Questions drop-down

Pause test

22

Connor is buying tickets to a play. The play he and his friends want to see costs \$4.75 per ticket. Connor has \$26.00 in his pocket.

What is the greatest number of tickets Connor can buy?

(A) 4  
(B) 5  
(C) 6  
(D) 7

Test-Specific buttons

Navigation buttons

Tutorial button

Comment button

Flag for review

Help [?] button

End Test button

# 3rd Grade Math Sample

(State-SSID: GUEST) Math Grades 3-5 Training Test (4 out of 9) Questions: 5



ZOOM IN

ZOOM OUT



SAVE



PAUSE



BACK



NEXT

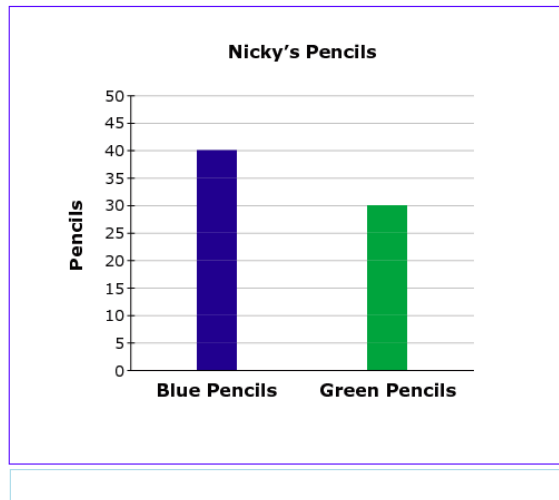
5



Nicky has 4 packs of pencils. Each pack contains 15 pencils. In each pack, 5 pencils are blue and the rest green.

Create a bar graph to show how many of each color pencil Nicky has.




Click the graph to show where the top of the bar should go.



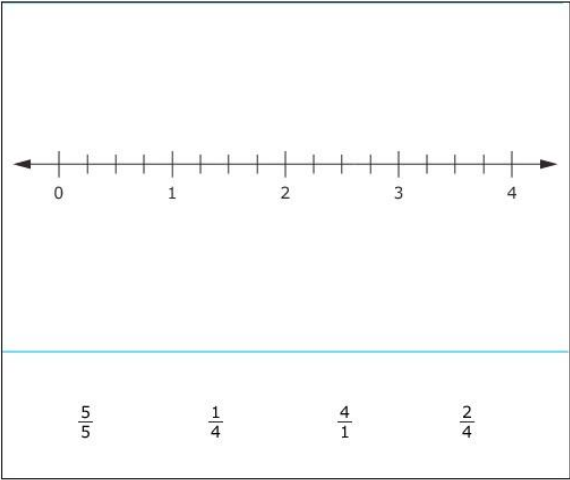
# 4th Grade Math Sample

(State-SSID: GUEST) Math Grades 3-5 Training Test (2 out of 9) Questions: 3

ZOOM IN ZOOM OUT SAVE PAUSE BACK NEXT

**3**   

Drag each fraction to the correct location on the number line.



$\frac{5}{5}$        $\frac{1}{4}$        $\frac{4}{1}$        $\frac{2}{4}$

# 5th Grade Math Sample



ZOOM IN



ZOOM OUT



SAVE



PAUSE

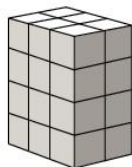


BACK



NEXT

The rectangular prism shown has 4 layers with 6 cubes in each layer.



Question

**Key**



represents 1 cubic cm

Enter the volume, in cubic centimeters, of the rectangular prism.



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

# 3rd Grade ELA Sample

State-SSID: GUEST | G3 ELA Practice Test (0 out of 30) | Questions: 1 - 7

ZOOM IN ZOOM OUT SAVE PAUSE BACK NEXT

5

Read the passage. Then answer the questions.

**A Few New Neighbors**  
by Kerry McGee

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment.

*It's probably looking for somebody to fill the bird feeders, Jessie thought.*

The bird perched on the edge of the wreath. Then it disappeared.

Disappeared? Jessie ran over to Mrs. Baxter's door. Where had it gone?

A jumble of sticks and grass stuck out from the middle of the wreath. Suddenly, Jessie understood

What inference can be made about the author's message about animals? Include information from the passage to support your answer.

6

Why is including dialogue important to understanding the passage? Pick **three** choices.

- It helps the reader understand Jessie's actions.
- It helps the reader imagine the sounds made by the birds.
- It helps the reader know the reason why Mrs. Baxter moved.
- It helps the reader know how the movers feel about the birds.
- It helps the reader imagine what Jessie will do after the movers leave.
- It helps the reader understand Mrs. Baxter and Jessie's interest in the birds.

# 4th Grade ELA Sample

State-SSID: GUEST | G4 ELA Practice Test (2 out of 30) | Questions: 1 - 7

ZOOM IN ZOOM OUT SAVE PAUSE BACK NEXT

3

Read the sentences from the passage.

As he neared the hollow tree he heard a growling hum. He made a similar noise and he saw one or two bees land on his bear suit.

What does the use of the word similar suggest? Pick **two** choices.

- Coyote was surprised and made an unusual sound.
- The sound Coyote made was meant to calm the bees.
- Coyote made a sound like a bear growling to tease the bees.
- The sound Coyote made blended in with the sound of the bees.
- The sound Coyote made was very loud to scare away the bees.

4

What conclusion can be drawn about the author's point of view? Support your answer with details from the passage.

Read the passage. Then answer the questions.

### Coyote Tries to Steal the Honey

At the beginning of the long days of summer, Coyote had seen Bear slowly walk up to a lonely tree that sat in an open field. The branches of this tree remained bare throughout the warm months. When the sun was high it cast shadows in the shapes of strange insects upon the grass. It was here the bees kept their treasure. They kept it buried in the base of this old hollow tree.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them

# 5th Grade ELA Sample

(State-SSID: GUEST) G5 ELA Practice Test (0 out of 30) Questions: 1 - 7

ZOOM IN ZOOM OUT SAVE PAUSE BACK NEXT

4

Read the text. Then answer the questions.

**A Cure for Carlotta**  
by Bart King

A boy stood on deck and sniffed the salty sea air as the ship pitched back and forth. The smell of the sea was familiar and comforting. The boy's earliest memories were of being at sea with his father. They would fish for hours, just the two of them, surrounded by the blue waters of the Mediterranean Sea.

Now Enzo and his family were on a giant ship crossing the Atlantic. Also on board were hundreds of other people, mostly Italians like Enzo's family. There were more people on board than lived in his entire village back home in Trevilla.

Enzio clattered down the iron steps to the steerage

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which of these inferences about Enzo is supported in the text?

- (A) Enzo resented having to move to America.
- (B) Enzo felt confident about moving to America.
- (C) Enzo cared more about fishing than moving to America.
- (D) Enzo felt a sense of loss thinking about his move to America.

**Part B**

Which sentence from the text **best** supports your answer in part A? Select **one** option.

- "The smell of the sea was familiar and comforting."
- "There were more people on board than lived in his entire village back home in Trevilla."
- "Enzio clattered down the iron steps to the steerage deck and dove into his bunk."
- "Gone was the Mediterranean blue that he'd always taken for granted."

5

Which statements **best** describe how the text might be different if told from Carlotta's point of view at



# How are these scores used?

- ★ At elementary level, SBAC provides teachers and schools with data on student achievement
- ★ District *may* use scores as a filter for some classes, requiring a specific score on SBAC to be considered for advanced math/reading
- ★ Helps schools identify students that may need extra support or acceleration
- ★ Provides feedback on how teachers are teaching and how students are learning
- ★ By 2019, all 11th graders are required to pass the SBAC in Math and ELA to be eligible to graduate with a traditional diploma
- ★ Alternate options will be available for students who don't pass the 11th grade SBAC

# Is Coe “teaching to the test?”

- ★ Teachers are teaching to the standards, the test is standards based. Teachers are responsible for covering all the standards in their grade level
- ★ Teachers are giving students practice with the format of the test:
  - explaining math answers in more expanded writing forms
  - comparing and contrasting two texts
  - increasing rigor by having students answer higher leveling thinking questions
- ★ The CCSS and the SBAC are aligned
- ★ We are explicitly teaching the technology skills students need on this test
- ★ Teachers are exposing students to all depths of knowledge (DOKs) and using DOK question stems to deepen students’ levels of understanding
- ★ Your kids are getting to practice these test taking skills in elementary school, so they will be experts in no time!

# What can you do to help?

- ★ Encourage students (grades 4-5) to use iXL (internet-based program to practice math skills)
- ★ Download Type to Learn at home and use it with your child
- ★ Check out Coe's SBAC Resources for Parents on the Coe website under *Parent Resources*
- ★ Check out the practice questions Practice released items
- ★ Look over the Depth of Knowledge question stems and start using them when talking with your child about school
- ★ National PTA Parent Guides
- ★ Parents receive SBAC results in a letter at the end of June
- ★ If your child is on a 504 or IEP, the Special Education Department @ Coe will contact you regarding your child's testing accommodations



# Questions?

**Don't forget your handout!**

