





Acknowledgments

The *Teacher Guide to the Smarter Balanced Summative Assessments: English Language Arts/Literacy, Grade Eleven* was developed by California Department of Education staff, with support from the California Teachers Association, the California Federation of Teachers, the Smarter Balanced Assessment Consortium, and WestEd. It was designed and prepared for printing by San Joaquin County Office of Education.

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Introduction

The purpose of the Teacher Guide is to deepen teachers' understanding of the Smarter Balanced Summative Assessments, their alignment with the California Common Core State Standards (CA CCSS), and their intended connection to classroom learning. The guide for English language arts/literacy (ELA) is grade-span specific and synthesizes key information from a wide array of resources and resource sites, including:

- California Common Core State Standards
- *California English Language Arts/English Language Development Framework (ELA/ELD Framework)*
- Content, item, task, and stimulus specifications
- Smarter Balanced Test Blueprints
- Smarter Balanced Practice Test Scoring Guides
- Smarter Balanced Communication Tools
- Smarter Balanced Digital Library

The ELA guides are organized by grade span to highlight the changes in expectations as students move through the grade levels. They explain how student skills and knowledge are assessed and reported through collecting and scoring evidence. It also provides examples of the range and types of items that appear on the assessments and the multiple resources that are available to teachers, students, and parents to “de-mystify” the assessments.

The Smarter Balanced Summative Assessments are part of the California Assessment of Student Performance and Progress (CAASPP) System.

The new Smarter Balanced Summative Assessments are different from the previous tests included in the Standardized Testing and Reporting (STAR) Program in several ways including:

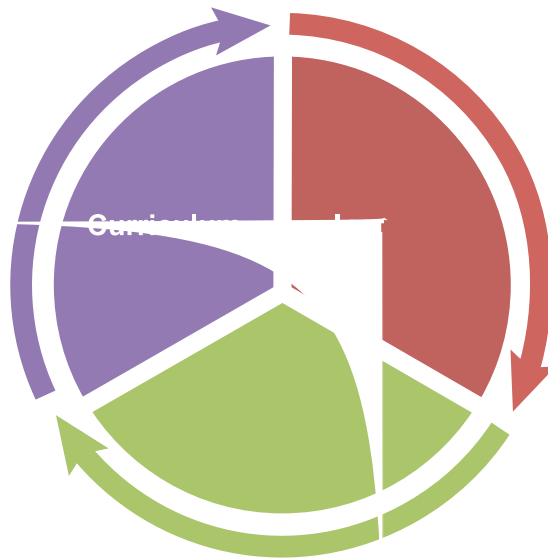
- Designed to measure the expectations embodied in the CA CCSS adopted by the California State Board of Education in August 2010

- Emphasize deeper knowledge of core concepts and ideas within and across the disciplines along with analysis, synthesis, problem solving, communication, and critical thinking
- Include a greater variety of item types
-
-

Section One: Purpose of the Guide—Resource for Planning Learning Events to Implement the English Language Arts/English Language Development Framework for California Public Schools for Kindergarten through Grade Twelve Public Schools

These Teacher Guides are intended to be a resource for classroom teachers as they plan learning activities that fully implement the California *ELA/ELD Framework* using assessment feedback from the Smarter Balanced system of assessments.

Figure 1. Curriculum, Instruction, and Assessment Feedback Loop



English Language Arts/English Language Development Framework for
California Public Schools: Kindergarten Through Grade Twelve



and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA—Reading, Writing, Speaking and Listening, Research and Inquiry—all have language at the core, as do the parts of the California ELD Standards—Interacting in Meaningful Ways, Learning about How English Works, and Using Foundational Literacy Skills.

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Smarter Balanced test questions allow students to show that they know the nuances of language. Questions with more difficult language and inferences may result in higher score values. Writing with more sophisticated language is highly valued as well.

Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

Effective Expression

Each strand of the CA CCSS for ELA and each part of the California ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to

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Smarter Balanced reading and writing tests use different types of questions to assess the ability of students to recognize the choices made by the author in the structure and style of a piece of writing or in a comparison of two pieces of writing. Students show their grasp of grade-level conventions, both on the computer adaptive test questions and on the performance assessment task essay.

Content Knowledge

Content knowledge is a powerful contributor to comprehension of text and has a

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Informational text resources are source documents in the performance assessment tasks that test the ability of students to read new material and comprehend it. Students use the source documents to evaluate the quality and reliability of the information, and the claims of the authors. Using this information, students respond to a writing assignment that could be narrative, explanatory/ informational, or opinion/ argument. The writing is evaluated using rubrics for organization/purpose, elaboration/evidence, and conventions.

powerful reciprocal relationship with the development of literacy and language. It also supports the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards, ELA and ELD, ensure

that students can learn from informational texts and can share their knowledge as writers and speakers.

automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills. (See the *Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* Located on the CDE’s Curriculum Frameworks Web page at <http://www.cde.ca.gov/ci/rl/cf/2> under the Implementation Support tab.

Learning in the 21st Century

Skills for living and learning in the 21st century are inextricably linked with achievement of the ELA and ELD standards. Among these skills are the four “C’s” (critical thinking, creative thinking, communication, and collaboration skills), social and cross-cultural skills and global competence, and technology skills.

2 Executive Summary (September 2015), ELA/ELD Framework for California Public Schools, K–12, page 5

Students develop

when they...

Critical thinking

- examine text closely to interpret information, draw conclusions, and evaluate an author’s decisions about content and form
-

Section Two: Understanding and Using Smarter Balanced Test Design Principles to Support Classroom Learning Events

This section describes the evidence-centered design of the Smarter Balanced assessments and the hierarchical approach to item development. There are examples of how the test developers and teachers use evidence to accurately assess the learning required by the CA CCSS. Connecting the use of evidence-centered design and classroom learning activities allows a strong connection between Smarter Balanced results and resources.

Understanding the Fundamentals of Smarter Balanced Design

Knowing how the Smarter Balanced assessment system is developed, particularly how items are developed, can be helpful in understanding how to make the best use of the assessment resources and results. This knowledge should facilitate increasing the intentional connection between curriculum, instruction, and assessment.

The diagram and charts on the following pages describe the structure of Smarter Balanced item specifications—how evidence-centered design is used to develop items. An ELA, grade four example is used here. While it is certainly not necessary to memorize this information, having a working knowledge of item development can facilitate use of results to enhance learning events. This item specification information is available for all Smarter Balanced assessments in resources listed at the end of this document.

To illustrate the importance of evidence-centered design, Figure 3 displays the relationship among the overall claims, sub-domain assessment claims, assessment targets, and academic standards. This relationship is important, not only in the design and development of Smarter Balanced items, but also in the interpretation and reporting of scores, as well as the development of the achievement level descriptors.

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The Smarter Balanced evidence-centered design clearly establishes the relationship among the content domain, assessment claims, assessment targets and academic content standards.

This claim/target/standard relationship is clearly articulated through the steps of the evidence-centered design model that Smarter Balanced assessments employ. The first step in the evidence-centered

design approach is to define the content domains to be measured; in this case, the domains are English language arts/literacy and mathematics. The next step is to define the assessment claims that will be made about the domains. Claims are arguments derived from evidence about college and career readiness; Smarter Balanced claims are statements about what a student knows and is able to do. In the Smarter Balanced system, there are two kinds of claims: an “overall claim,” corresponding to performance on the entire assessment of English language arts/literacy or mathematics, and four domain-specific claims corresponding to performance in different areas in each of the assessments.

After carefully analyzing the CCSS and thinking about what students must know and be able to do in order to be prepared for college and career paths, Smarter Balanced identified four claims specific to English language arts and four claims specific to mathematics that focus on what students are expected to be able to do at each grade level.

Once the domains are defined and the claims are identified, the third step is to clearly identify the knowledge, skills, and abilities (KSAs) that form the content domain. In the Smarter Balanced system, the KSAs that are intended to be measured are called “assessment targets.” An assessment target defines the specific KSAs that students should be able to demonstrate within the domain. A large number of assessment targets are measured in the Smarter Balanced assessment system.

Once assessment targets are defined, the fourth step focuses on identifying the types of information that need to be collected from students to allow meaningful information to be gleaned about the student’s achievement of the assessment targets. The information Smarter Balanced elicits from students is considered to be evidence that can support or refute a claim about the student’s achievement of the assessment target.

Once the types of evidence to collect are determined, the final step focuses on developing items or tasks that will elicit the evidence regarding the knowledge, skills, and/or abilities that are articulated in the standards.

Figure 3. Relationship Among Overall Claims, Sub-Domain Assessment Claims, Assessment Targets and Standards

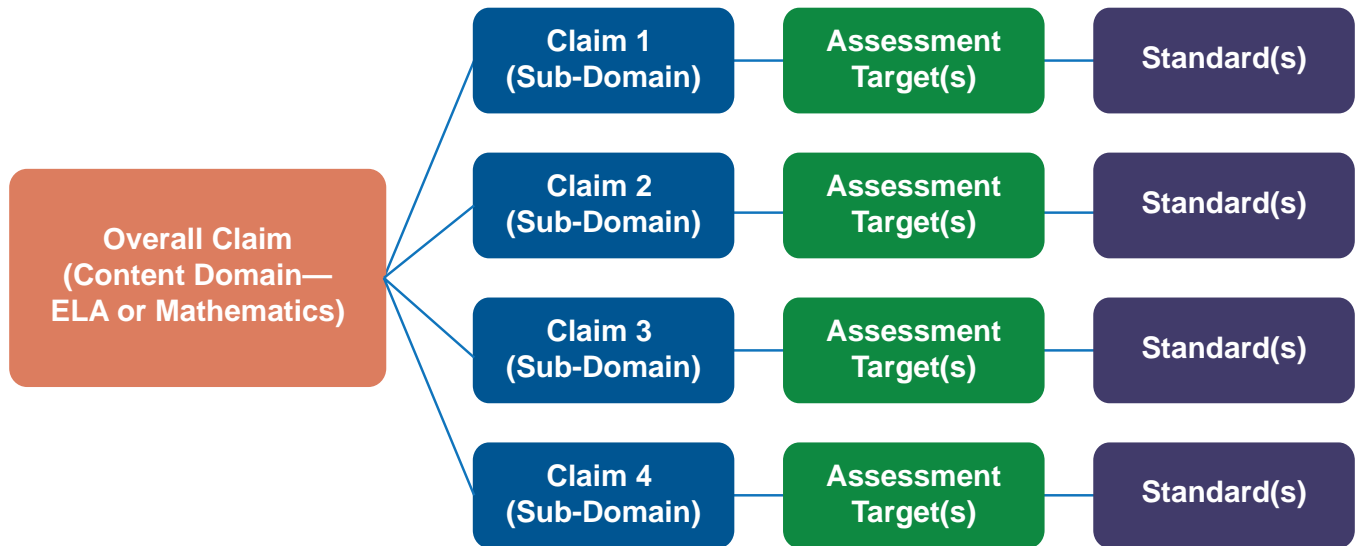
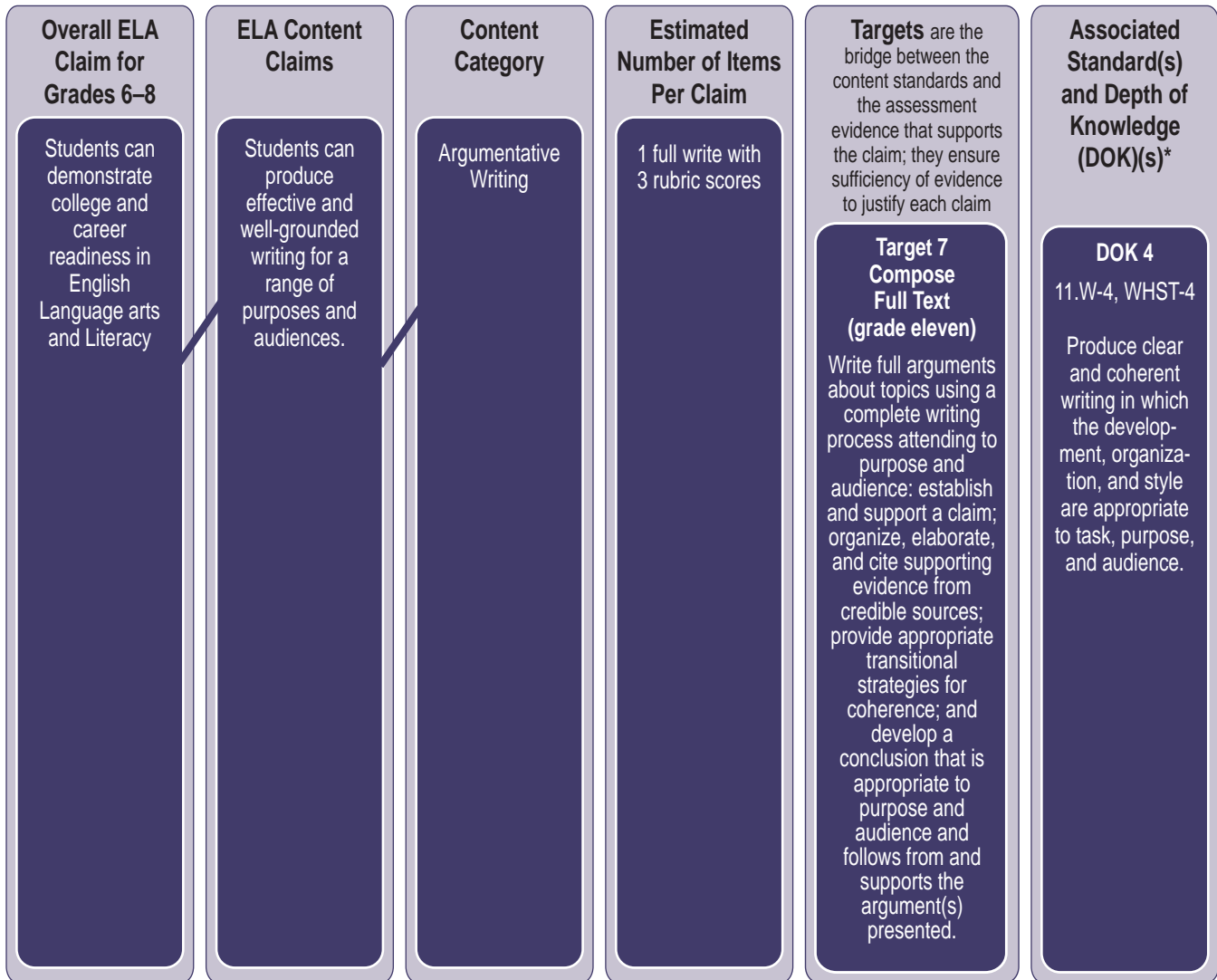


Figure 3a provides a content-specific example of the hierarchy of item development and illustrates how the domain overall claims, sub-domain assessment claims, assessment targets, and standards are connected, both in test development and reporting of scores. Recognizing the hierarchy makes the analysis of Smarter Balanced results easier to understand and emphasizes the importance of using the different levels of scores as contributors to a much larger picture.

Figure 3a. Anatomy of a Test—The Hierarchy of the Smarter Balanced Summative Assessment
Example – English Language Arts—Grade Eleven



* The Common Core State Standards require high-level cognitive demand. The Depth of Knowledge (DOK) refers to the cognitive rigor required of students to answer a question or perform a task. Four levels of DOK are considered in Smarter Balanced assessments, with each level requiring greater cognitive demand.

Connecting the Smarter Balanced English Language Arts/Literacy Assessments to Classroom Learning

By examining the item specifications for Reading, Claim 1 (See Figure 4), teachers will be able to connect the evidence required in a Smarter Balanced assessment to learning goals and success criteria for a classroom learning event aligned to particular standards. The Smarter Balanced Item Specifications are a complex but necessary guiding resource as educators begin to analyze results. The specifications are a rich resource of information that include the following:

- Intended claim (of what is being measured)
- Specific CA CCSS standards that are measured
- Types of reading passages used
- Types of items allowed
- Types of accommodations allowed
- Depth of knowledge, and
- Statements of evidence required of students

Often teachers want to know, “How good is good enough?” To give guidance to item writers, Smarter Balanced developed Range Achievement Level Descriptors (ALDs) for each grade, claim, and assessment target. These descriptions of what students should be able to do at each level of performance may guide the development of classroom rubrics and operationalize the expectations from the assessments. An example for Reading is

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What Smarter Balanced resources may a teacher consider in planning learning events for students in reading, writing, speaking and listening, and research?

Grade Eleven Range ALD

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

Target 7: Compose Full Texts —Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.

- Level 1.** Students should be able to provide minimal evidence that they can write argumentative texts, in which there may be weak coherence, organization, attention to audience, and/or evidence to support a claim.
- Level 2.** Students should be able to provide partial evidence that they can write argumentative texts that support claims with evidence or acknowledge counterclaims that show a partial understanding of organization, audience, and purpose.
- Level 3.** Students should be able to provide adequate evidence that they can write fully developed argumentative texts to support a claim by gathering, assessing, and integrating relevant supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using appropriate language to maintain a suitable focus/ tone.
- Level 4.** Students should be able to provide thorough evidence that they can write effectively developed argumentative texts to support a precise, compelling claim by strategically gathering, assessing, and synthesizing relevant and persuasive supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using precise and vivid language to maintain a suitable focus/ tone.

)LJXH,WHP6SHFLFDWLRQ:ULWLQJ&ODLP\$JRHQWDWLM:ULWLQJUDGH3HUIRUPDQFH7DVN

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

Target 7: Compose Full Texts —Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

&ODULFDWLRQV Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a claim and address the counterclaim, but not be too general.

Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks.

Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus.

The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular position is not privileged; the sources should allow for students to support different positions.

Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate argumentative full write. Try not to create a writing assignment around a set of sources – the writing purpose should come from the sources and not be a forced ft.

<p>Standards</p>	<p>Gr. 11–12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, and W-9, WHST-1,4,5,8,9,</p> <p>W.1.6-7</p> <p>a. Introduce precise, knowledgeable claim(s), establish the alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.1.6-7 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.1.6-7 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, and audience.</p> <p>W.1.6-7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into</p>
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Depth of Knowledge	

Evidence Required	The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
Allowable Item Types	An argumentative full write.

Smarter Balanced Assessment Evidence Statements Describe Learning Expectations

The Smarter Balanced assessments are designed to gather evidence from students that show what they know about the standards. To keep the assessment consistent with the standards and classroom learning, teachers have been actively engaged in the review and revision of the evidence statements to accurately describe what performance would

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The evidence statements are directly aligned to the standard(s) being tested. Teachers may consider the evidence statements while planning classroom learning events, as well as success criteria for those events, so the classroom learning and the assessment expectations will be consistent.

meet the standard at a particular grade level. For the purposes of the assessments, the standards are organized into assessment target groups. As illustrated in Figure 3, the assessment targets provide a bridge between the content standards and the evidence that supports the claims.

The Smarter Balanced evidence statements are provided in the Smarter Balanced Item Specifications (Figure 4 provides an example of a grade eleven ELA Item Specification) by grade level and content area.

Figure 5 describes how the Smarter Balanced evidence statements may be used in conjunction with classroom evidence to maximize opportunities for demonstrations of student learning.

Figure 6 graphically displays the use of the Item Specifications in helping craft a classroom learning event consistent with the Smarter Balanced evidence statements.

Figure 5. Suggested Process to Identify Evidence
5HTXLUHPHQWV)URP WKH 6PDUWHU %DODQFHG ,WHP 6

Step 1:

)LJØHRZWR8VHWKH,WHP6SHFLĚDWLRQVDQG
Evidence Statements to Design a Lesson or Activity



Section Three: Instruction with Planned Evidence Collection and Feedback Helps Teachers and Students Improve Student Learning

How can teachers use the Smarter Balanced Tools to enhance the teaching and learning experience?

One of the many challenges for teachers in planning effective learning events for students is to know the specific needs of each student. Planned evidence collection during daily instruction using the formative assessment process, after a unit of instruction on a key topic using interim assessments, and at the end of the year with summative assessments provides a balanced view of the student's learning progress. The summative assessments can affirm the evidence collected from other sources in the classroom during the school year.

The *ELA/ELD Framework* emphasizes the integrated nature of ELA and content literacy through reading, writing, speaking and listening, and language. No standard or content area should be taught in isolation. Students respond to high quality reading texts through speaking and writing.

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To accurately measure student progress in reading, Smarter Balanced assessments evaluate the student response based on evidence of a deep understanding of the reading standards, not the structure or writing attributes of the student's response. Reading passages meet the grade level quantitative and qualitative standards defined by the *ELA/ELD Framework* and CCSS.

In contrast, source materials for a writing task are associated with reading levels one grade level below the student's grade level so that barriers to student understanding of the content of the sources are minimized.

Students are evaluated on the organization/purpose, evidence/elaboration, and conventions of their writing. Full descriptions of the source materials and approach to source materials to evaluate reading, writing, listening, and research are provided in the ELA Stimulus Specifications located on the Smarter Balanced Development and Design Web page at <http://www.smarterbalanced.org/assessments/development/> under the Item and Task Specification Tab and then under ELA Item Specification.

Assessment for Learning

The exemplar assessment reflects the classroom learning environment and experience of the student and collects evidence that can be interpreted to evaluate the student's level of understanding of the standard being assessed. This is true for classroom assessment as well as large-scale statewide assessment. The *ELA/ELD Framework* distinguishes between assessment

With teacher input, performance assessment tasks and innovative item types were developed that encouraged students to use critical thinking to solve problems. In ELA, the emphasis on research/inquiry signaled the importance of these skills in college- and career-readiness with literacy standards in social studies, science, and career/technical preparation. Research/inquiry moved into the mainstream of classroom learning for ELA and cross-curricular collaborations.

Teachers are able to make use of the Smarter Balanced CAT items and performance tasks presented on the Practice Test to see how the collection of evidence from each question with a reading passage or the questions in a performance task align to the assessment of unique standards. These Practice Tests may be used in a whole group setting, or even used as starting points for creating classroom items or performance tasks. Teachers can gain an understanding of how the combination of evidence adds to the overall evaluation of student understanding of the ELA anchor standards as a whole. With this understanding, teachers may construct their own classroom models for collecting evidence that align pieces of evidence to each standard being assessed.

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Figure 7 provides a side-by-side comparison between the *ELA/ELD Framework* and the elements of the Smarter Balanced test design that support the framework.

Figure 7. Side by Side Comparison of the ELA/ELD Framework and Smarter Balanced Test Design in Grade Eleven



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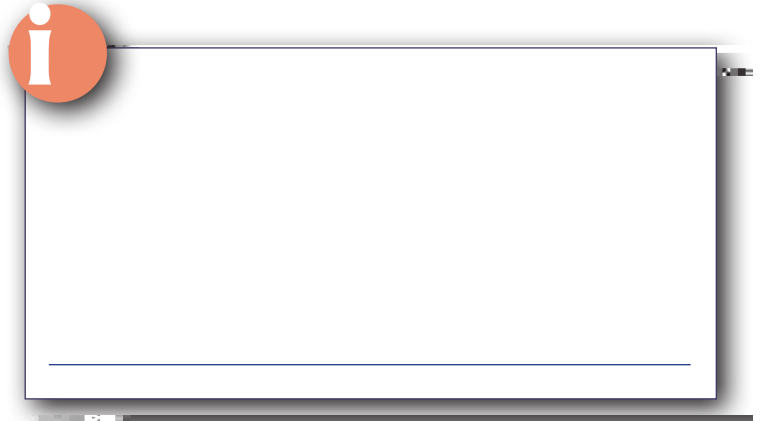
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The new Smarter Balanced Summative Assessments elicit greater, more precise evidence of a student’s knowledge, reasoning, and understanding.

California’s previous state tests relied almost exclusively on multiple-choice questions, which are easy to score, but somewhat limited in their ability to assess higher-order thinking skills.

Item types and tasks include, but are not limited to:

- Multi-part questions that require students to use evidence from text
- Constructed-response items, which address skills of greater complexity and require students to demonstrate their thinking
- Technology-enhanced items, which require students to manipulate information
- A performance task (PT), which is an extended activity that measures students’ ability to integrate knowledge and skills



Three major types of supports and accommodations that are available on the Smarter Balanced Summative Assessments are as follows:

- Universal tools, such as highlighting, digital notepads, zooming in/out, embedded glossary, writing tools for the ELA full writes, and calculators for some mathematics items—available to all students
- Designated supports, such as color contrast or masking, as well as bilingual glossaries and translated test directions—available to any student who has been identified with a special need, as determined by an educator or support team
- Accommodations, such as text-to-speech, closed captioning and on-screen American Sign Language translation—available to students with an individualized education plan (IEP) or Section 504 plan



Recommended Resource

For more information, please see the CDE CAASPP Student Accessibility Supports Web page at <http://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>.

Practice Tests and Training Tests Available for Teachers, Students, and Parents

Teachers are able to use sample student responses and the Smarter Balanced Practice

Overall Score and Achievement Level—

6KRZV 6WXGHQW 3HUIRUPDQFH RQ WKH 'LI¿FXOW\ 6FDO

Students receive an overall scale score for ELA. The score falls along a continuous vertical scale (from approximately 2,000 to 3,000) that increases across grade levels. Based on this score, a student is determined to be at one of four achievement levels.

Let's consider the ELA scale score range for grade eleven, which spans more than five hundred points:



Within that range, there are four distinct achievement levels, as shown in Figure 10:

Figure 10. Grade Eleven ELA Scale Scores and Achievement Levels

Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
2,299–2,492	2,493–2,582	2,583–2,681	2,682–2,795



Recommended Resource

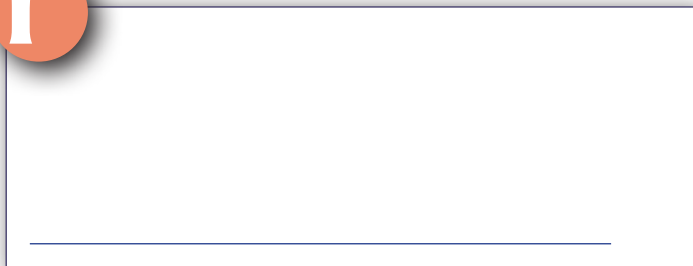
The tables for Smarter Balanced scale score ranges, which include the scale score ranges for ELA and mathematics by content area, grade level, and achievement level, are posted on the CDE’s Smarter Balanced Scale Score Ranges Web page at <http://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp>.

standards. If groups of students, on average, have not met or nearly met the standards, then teachers may consider the types of learning events, practice, and opportunities available for students to apply those deep understandings.

Claim Level Achievement—Shows General Student Performance in Content Areas

The test reports will also highlight a student's

performance on each claim for ELA.



up the claim varies based on the specifications of the test blueprint so caution must be used in the interpretations of these claim results. It is recommended that other evidence be considered along with the claim level as decisions are made about curriculum and instruction.





Use Group-Level Data to Identify Trends in Curriculum Strengths and Gaps

At the end of the school year it is time to take stock of the successes in student learning. The tight alignment of the Smarter Balanced assessments to the *ELA/ELD Framework* makes the assessment results a valuable resource to begin an inquiry, a thoughtful deliberate discussion about how we can maximize the appropriate use of these results. The questions on page 33 can help guide a discussion of what the results show about student and group performance and the implications for building on student strengths and meeting student needs with curriculum resources.

Assessment Target Reports

Assessment Target Reports are a new resource for administrators and teachers. These reports show the relative performance of groups of students on assessment targets within a claim area. The reports show how a group of students performed on a target compared to the overall performance on the test. ELA is intended to be learned as an integrated content area. Using the formative assessment process, specific evidence for each target may be collected in multiple parts of an integrated task. By reflecting on students' time-on-task and their opportunities for mastery throughout the year in each target area, teachers are able to compare the intended learning of groups of students with the evidence of learning on the Smarter Balanced assessments.

The following chart lists the icons used to show the relative performance of students on the target versus the whole test.

Icon	Target Level	Description
	Better than Performance on the test as a whole	This target is a relative strength. The group of students performed better on items from this target than they did on the rest of the test as a whole.
	Similar to performance on the test as a whole	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the rest of the test as a whole.
	Worse than performance on the test as a whole	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the rest of the test as a whole.
	Insufficient Information	Not enough information is available to determine whether this target is a relative strength or weakness.

The Assessment Target Report is generated for groups of students and is not available for individual students. Assessment targets for which there are at least 10 items available in the Smarter Balanced item pool are included on the Assessment Target Report.

These Assessment Target Reports may help validate other evidence of deep understanding collected during classroom instruction. A data-inquiry process using this target group-level data can be helpful at the classroom level, grade level, school level and districtwide to understand the successes and needs of students. Remember that these target results are relative to the total test score; therefore, recognizing the overall achievement level will be important in considering instructional strategies that address strengths or weaknesses.

Guiding Questions to Analyze Group-Level Data ⁵

- What is the trend for this group of students related to being “on track” for college readiness? (Overall scores)
- What is the range of overall performance for my class or other groups of students? (Overall scores)
- Which claims appear to be areas of strength for my students? (Claim Achievement Levels)
- Which claims might be areas of need? (Claim Achievement Levels)
- Which targets show a variance from the whole test performance? (Assessment Target Report)
- Which curriculum resources might help me address student needs for the coming year? (Curriculum Resources)
- How do I find examples of student work that meet the goals for being “on track” for college readiness? (Practice Test Scoring Guides)
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Section Five: Conclusion—Putting It All Together

As teachers build their understanding of the intent of the standards and the relative quality of the evidence of student understanding, they increase their capacity to make adjustments in daily classroom learning events to help students move forward to meet and exceed expectations.

Smarter Balanced
Resources for Teachers
from the Smarter Balanced
Digital Library ⁶

The Smarter Connection

Teachers can have confidence in the reliability of the information from the Smarter Balanced assessments because of the tight alignment of the design of the assessments to the *ELA/ELD Framework* and the customization of each student's test to get the best evidence from each student for the most accurate score.

Smarter Balanced is an assessment system designed to support teachers and students in learning. The assessment resources complement the content standards and the instructional guidance that is provided in the *ELA/ELD Framework*. The Smarter Balanced test development resources, practice test scoring guides, and the different kinds of achievement level descriptors illustrate the thinking behind the assessment questions and the rationale for correct answers. The Smarter Balanced Digital Library has resources crafted by teachers, for teachers to share within the Smarter Balanced community. Below are two examples of what is contained in the Digital Library.

- Assessment Literacy Module: Understanding the Learner
<https://www.smarterbalancedlibrary.org/content/understanding-learner>
- Assessment Literacy Module: Students as Partners in Their Own Learning—
Grades K–5
<https://www.smarterbalancedlibrary.org/content/students-partners-their-own-learning-grades-k-5>

⁶ To access the links for these resources, the user must be logged into the Smarter Balanced Digital Library.

- *Smarter Balanced Scoring Guide for Grades 3, 6, and 11: English/Language Arts Performance Task Full-Write Baseline Sets*

Located on the Smarter Balanced Development and Design Web page at <http://www.smarterbalanced.org/assessments/development/> under the Item and Task Specifications Tab then under ELA Item Specification

- *Smarter Balanced Assessment Consortium: Guidelines for Accessibility for English Language Learners*

Located on the Smarter Balanced Development and Design Web page at <http://www.smarterbalanced.org/assessments/development/> under the Item and Task Specifications Tab then under ELA Item Specification

- *Smarter Balanced Assessment Consortium: Signing Guidelines*

Located on the Smarter Balanced Development and Design Web page at <http://www.smarterbalanced.org/assessments/development/> under the Item and Task Specifications Tab then under Guidelines

- *Smarter Balanced Assessment Consortium: Tactile Accessibility Guidelines*

Located on the Smarter Balanced Development and Design Web page at <http://www.smarterbalanced.org/assessments/development/> under the Item and Task Specifications Tab then under Guidelines

- *Smarter Balanced Assessment Consortium: Bias and Sensitivity Guidelines*

Located on the Smarter Balanced Development and Design Web page at <http://www.smarterbalanced.org/assessments/development/> under the Item and Task Specifications Tab then under Guidelines

Council for the Great City Schools Web Site

- Two ELA videos

Located on the Council of Great City Schools Common Core Works Web page at <http://cgcs.org/Page/344>.

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- ELA Learning Progressions/Introduction to the ELA Common Core Standards—Key Design Consideration

Located on the Common Core English Language Arts Standards Web page at <http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration/>

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- Understanding Proficiency

Located on the WestEd Understanding Proficiency Web page at <http://understandingproficiency.wested.org>

- Raising the Bar on Instruction

Located on the WestEd Research-based tools, resources, and services Web page at <http://raisingthebar.wested.org>

California Assessment of Student Performance and Progress (CAASPP)

- Information about the CAASPP System of assessments is available at <http://www.cde.ca.gov/ta/tg/ca/>
- Access to the Formative Assessment in Action Video Series is available at <http://www.cde.ca.gov/ta/tg/sa/diglib.asp>
- The Digital Library Professional Development Series is available at <http://www.cde.ca.gov/ta/tg/sa/instructlearning.asp>