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# **SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.**

## ***Greenwich Public Schools***

**A Presentation of SBA and CMT Science Results for Riverside School**

**Special thanks to the GPS CIPL Office for many of the slides, test information & result summaries.**

***October 7, 2016***

# 1. Points to Remember About Annual State Testing

**REQUIRED:** By federal and state law, universal student assessment is required in English Language Arts and Mathematics in grades 3-8 and once in high school annually. The CSDE and local education agencies (LEAs) are legally responsible to administer these assessments to all students.

## **USEFUL FOR THESE PURPOSES:**

Accurately describes student achievement and growth as part of program evaluation and school, district, and state accountability systems.

- ✓ Provides valid, reliable, and fair measures of students' progress/attainment of the knowledge and skills required to be college- and career-ready at the end of grade 12.
- ✓ Provides an annual snapshot of student achievement that should be used along with other information, such as class work and other tests, when making educational decisions.

# 1. Points to Remember about Annual State Testing

(continued)

## NOT USEFUL AS:

- ✓ A sole measure of student achievement, program evaluation or school, district, and state accountability systems.
- ✓ A sole source of guidance for curriculum or instruction. The CT Core Standards provide the only needed blueprint for student learning. The Smarter Balanced Assessment is a global measure. “Teaching to the test” is never quality instruction and does not result in student engagement or genuine, long-lasting learning.
- ✓ A substitute for a wide variety of other relevant ways to assess student learning, such as:
  - *classroom assessments*
  - *student work portfolios*
  - *frequent progress monitoring*
  - *teacher observations*
  - *universal screening*
  - *detailed diagnostic assessment or evaluation*

## **2. Background Information**

**An annual state assessment, aligned to the Connecticut Core Standards for English Language Arts and Mathematics administered in the last 12 weeks of school in grades 3–8.**

1. The annual (“summative”) assessment was designed as a global measure of student learning
2. The assessment system is a major undertaking by a consortium of states, including Connecticut.
3. Test items were developed by educators and assessment experts from consortium states, including members of the Connecticut State Department of Education student assessment team.

## The assessment measures learning in two ways:

### 1. Computer adaptive test

- Based on student responses, the computer program adjusts the difficulty of questions throughout the test (within grade level)
- Contains a variety of item types, such as multiple choice, write-in responses, and technology enhanced items (multiple choice or write in items that use multimedia)

### 2. Performance tasks

- Activities that measure students' ability to apply knowledge and skills to a complex task
- Better measures of depth of understanding, research skills, and the ability to analyze information

## SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

### Areas of Knowledge and Skills Measured

<b>English Language Arts</b>	
<b>Areas of Knowledge and Skills Measured:</b>	<b>Statement About Student Learning from which the Assessment was Built</b>
<b>READING</b> Literary (fiction) & informational (nonfiction) texts	The student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts
<b>WRITING</b> - Organization & Purpose - Evidence & Elaboration - Conventions	The students can produce effective and well-grounded writing for a range of purposes and audiences
<b>LISTENING</b>	The students can employ effective listening skills for a range of purposes and audiences
<b>RESEARCH</b>	The student can engage in research and inquiry to investigate topics

## SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

### Areas of Knowledge and Skills Measured

Mathematics	
Areas of Knowledge and Skills Measured:	Statement about Student Learning from which the Assessment was Built:
Concepts & Procedures	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency
Problem Solving	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies
Modeling & Data Analysis	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems
Communicating Reasoning	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others

# SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

## Scoring:

- **Students receive an overall scale score in each subject**
  - ✓ Scale scores are reported in the thousands and span all grades from 3 to 11
- **Scores fall between achievement level 1 (lowest) and achievement level 4 (highest)**

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Mathematics</b>							
Level 4	2501-2621	2549-2659	2579-2700	2610-2748	2635-2778	2653-2802	2718-2862
Level 3	2436-2500	2485-2548	2528-2578	2552-2609	2567-2634	2586-2652	2628-2717
Level 2	2381-2435	2411-2484	2455-2527	2473-2551	2484-2566	2504-2585	2543-2627
Level 1	2189-2380	2204-2410	2219-2454	2235-2472	2250-2483	2265-2503	2280-2542
<b>ELA/Literacy</b>							
Level 4	2490-2623	2533-2663	2582-2701	2618-2724	2649-2745	2668-2769	2682-2795
Level 3	2432-2489	2473-2532	2502-2581	2531-2617	2552-2648	2567-2667	2583-2681
Level 2	2367-2431	2416-2472	2442-2501	2457-2530	2479-2551	2487-2566	2493-2582
Level 1	2114-2366	2131-2415	2201-2441	2210-2456	2258-2478	2288-2486	2299-2492

***Note: These achievement levels have absolutely no relationship to CMT/CAPT levels used previously.***



## **Scoring** *(continued)*

**Level 1 = Does not meet the achievement level**

**Level 2 = Approaching the achievement level expected**

**Level 3 = Meets the achievement level expected**

**Level 4 = Exceeds the achievement level expected**



**Note:**

*These achievement levels have absolutely no relationship to CMT/CAPT achievement levels used previously.*

## Scoring *(continued)*

- Students also receive a “performance indicator” for each area of knowledge and skills within a subject.
- This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area.


For example:

Areas of Knowledge and Skill	Performance
Reading	 Above Standard
Writing	 At/Near Standard
Listening	 Below Standard
Research/Inquiry	 At/Near Standard

# SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

## Reporting

1. An online data portal called “Online Reporting System” (ORS)
  - ✓ Secure and public sites
2. Paper reports to parents/ families


 CONNECTICUT STATE DEPARTMENT OF EDUCATION  
 Student Name: **Jacqueline Doe**  
 Grade: **08** School: **Demo Middle School**  
 Date of Birth: **05/20/2002** District: **Demo District**  
 SASID: **1234567892** Test Date: **Spring 2015**

### Connecticut Smarter Balanced Summative Assessment Results

The 2015 Connecticut Smarter Balanced Assessment are new tests and replace the Connecticut Mastery Test (CMT) and/or Connecticut Academic Performance Test (CAPT) in English language arts/Literacy and Mathematics. This report shows Jacqueline's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

#### Scale Scores and Performance Levels

Overall scores in English language arts/Literacy and Mathematics are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

#### English Language Arts/Literacy

The overall English language arts/Literacy scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The English language arts/Literacy test assesses students' mastery of grade-level English language arts/Literacy in four areas of knowledge and skills aligned to the Connecticut Core Standards.

#### Four Areas of Knowledge and Skills

**Reading**  
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

**Writing**  
Students can produce effective and well-grounded writing for a range of purposes and audiences.

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

**Research/Inquiry**  
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

#### Mathematics

The overall Mathematics scale score and performance level is reported. The school and district average scale score are also reported for comparative purposes. The Mathematics test assesses students' mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

#### Three Areas of Knowledge and Skills

**Concepts and Procedures**  
Students can explain and apply mathematical concepts and interest and carry out mathematical procedures with precision and fluency.

**Problem Solving and Modeling & Data Analysis**  
Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.


**Communicating Reasoning**  
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

#### Frequently Asked Questions

**Where can I find more information about Connecticut academic standards and state assessments?**  
Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education Web site ([www.ct.gov/sde](http://www.ct.gov/sde)).

**What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?**  
Each area is based on summary statements about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall scores.

**Where can I find more information about the Smarter Balanced Assessment System?**  
Information about the Smarter Balanced Assessment System is available at [www.smarterbalanced.org](http://www.smarterbalanced.org).


 CONNECTICUT STATE DEPARTMENT OF EDUCATION  
 Student Name: **Jonathan Doe**  
 Grade: **05** School: **Demo Elementary School**  
 Date of Birth: **05/20/2005** District: **Demo District**  
 SASID: **1234567891** Test Date: **Spring 2015**

### Overall Results

Jonathan scored at Level 4 on the English language arts/Literacy test and scored at Level 3 on the Mathematics test.

Subject	Level 1	Level 2	Level 3	Level 4
ELA/Literacy			✓	✓
Mathematics			✓	

#### ELA/Literacy Results

Jonathan's Total Scale Score=2590 (Score Scale Range 2201-2701)

**Level 4: Exceeds the Achievement Level**  
Jonathan has exceeded the achievement level for English language arts and literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

Score	Level 1 Does Not Meet (2201-2441)	Level 2 Approaching (2442-2591)	Level 3 Meets (2592-2691)	Level 4 Exceeds (2692-2791)
Student's Score: 2590			██████████	██████████
School Average: 2521		██████████	██████████	
District Average: 2524		██████████	██████████	

Area of Knowledge and Skill	Performance
Reading	✓ Above Standard
Writing	✓ Above Standard
Listening	▬ At/Near Standard
Research/Inquiry	✓ Above Standard

#### Mathematics Results

Jonathan's Total Scale Score=2563 (Score Scale Range 2210-2700)

**Level 3: Meets the Achievement Level**  
Jonathan has met the achievement level for Mathematics expected for this grade. Students performing at this level are demonstrating progress toward mastery of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.

Score	Level 1 Does Not Meet (2210-2454)	Level 2 Approaching (2455-2527)	Level 3 Meets (2528-2578)	Level 4 Exceeds (2579-2700)
Student's Score: 2563			██████████	
School Average: 2544		██████████	██████████	
District Average: 2535		██████████	██████████	

Area of Knowledge and Skill	Performance
Concepts and Procedures	✓ Above Standard
Problem Solving and Modeling & Data Analysis	▬ At/Near Standard
Communicating Reasoning	✓ Above Standard

## Understanding the Report

SBA Interpretive Guide

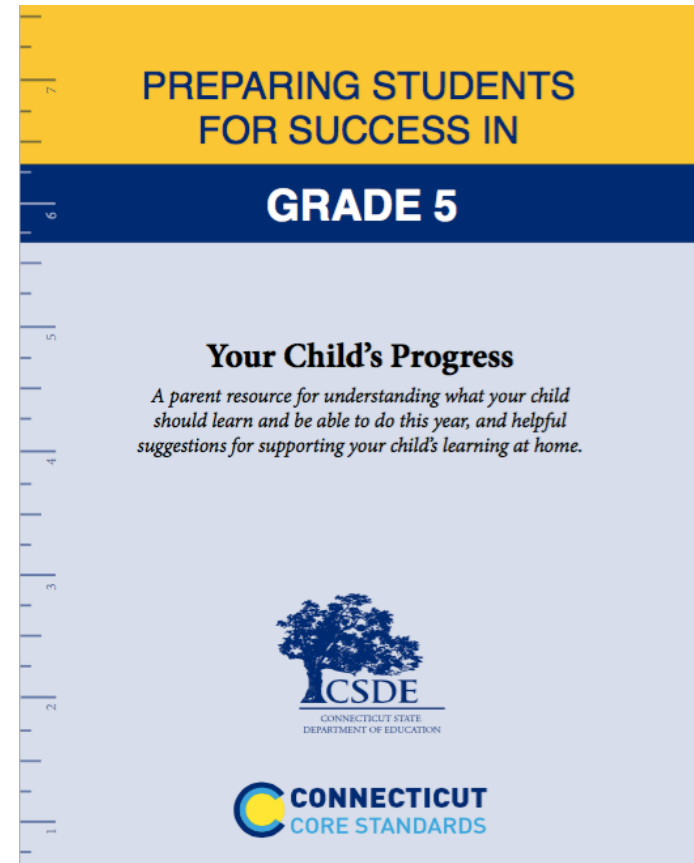
[http://ct.portal.airast.org/wp-content/uploads/Interpretive\\_Guide\\_8\\_16\\_16\\_Final.pdf](http://ct.portal.airast.org/wp-content/uploads/Interpretive_Guide_8_16_16_Final.pdf)

SBA Resource Page-CT State Dept. of Education

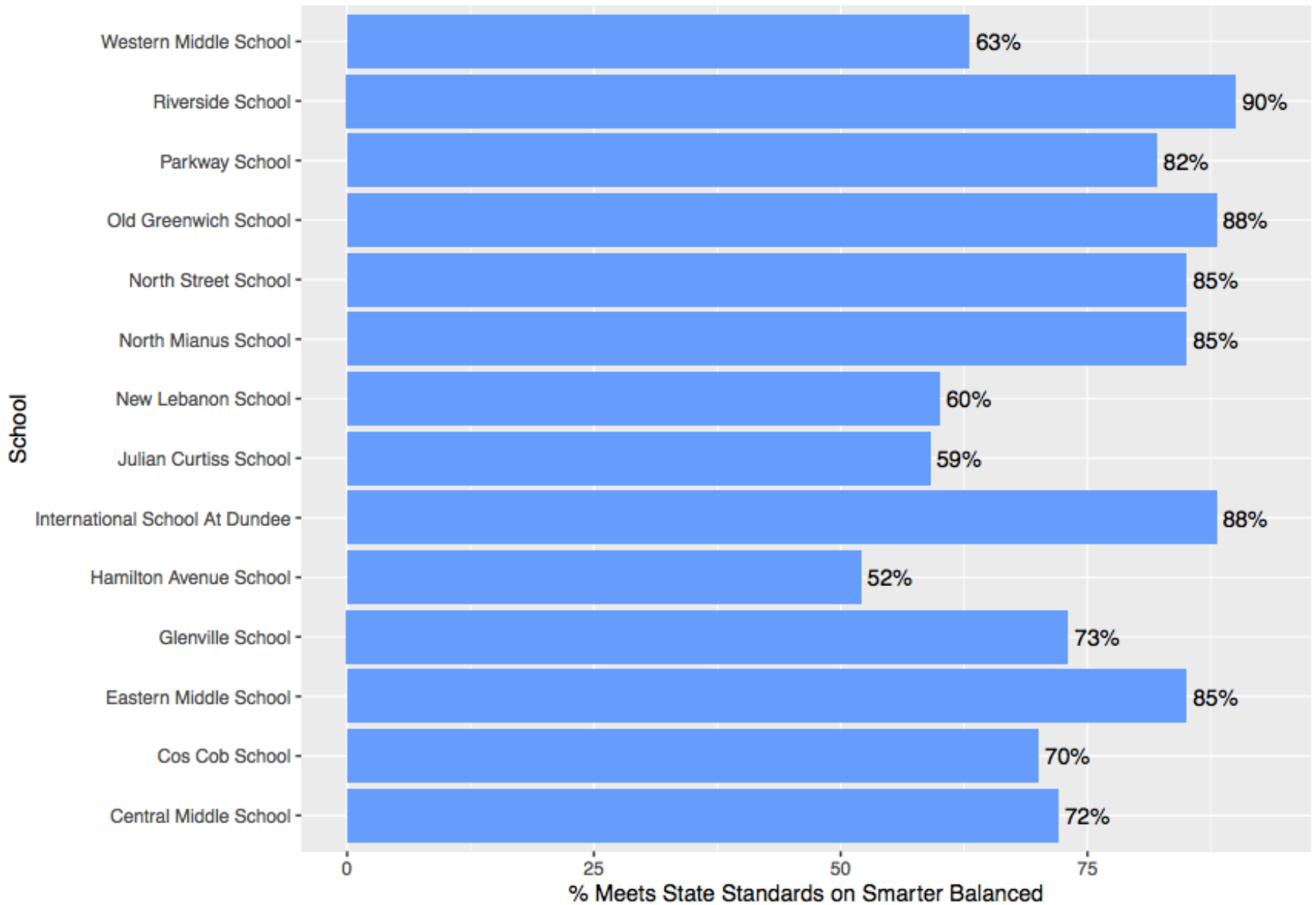
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=335240>

Understanding the Connecticut Mastery Test (CMT) – Science – for grades 5 and 8

<http://ct.portal.airast.org/wp-content/uploads/2016-CMT-Science-Student-Parent-Brochure-English.pdf>



## Greenwich Smarter Balanced ELA % Meets 2015–2016 by School



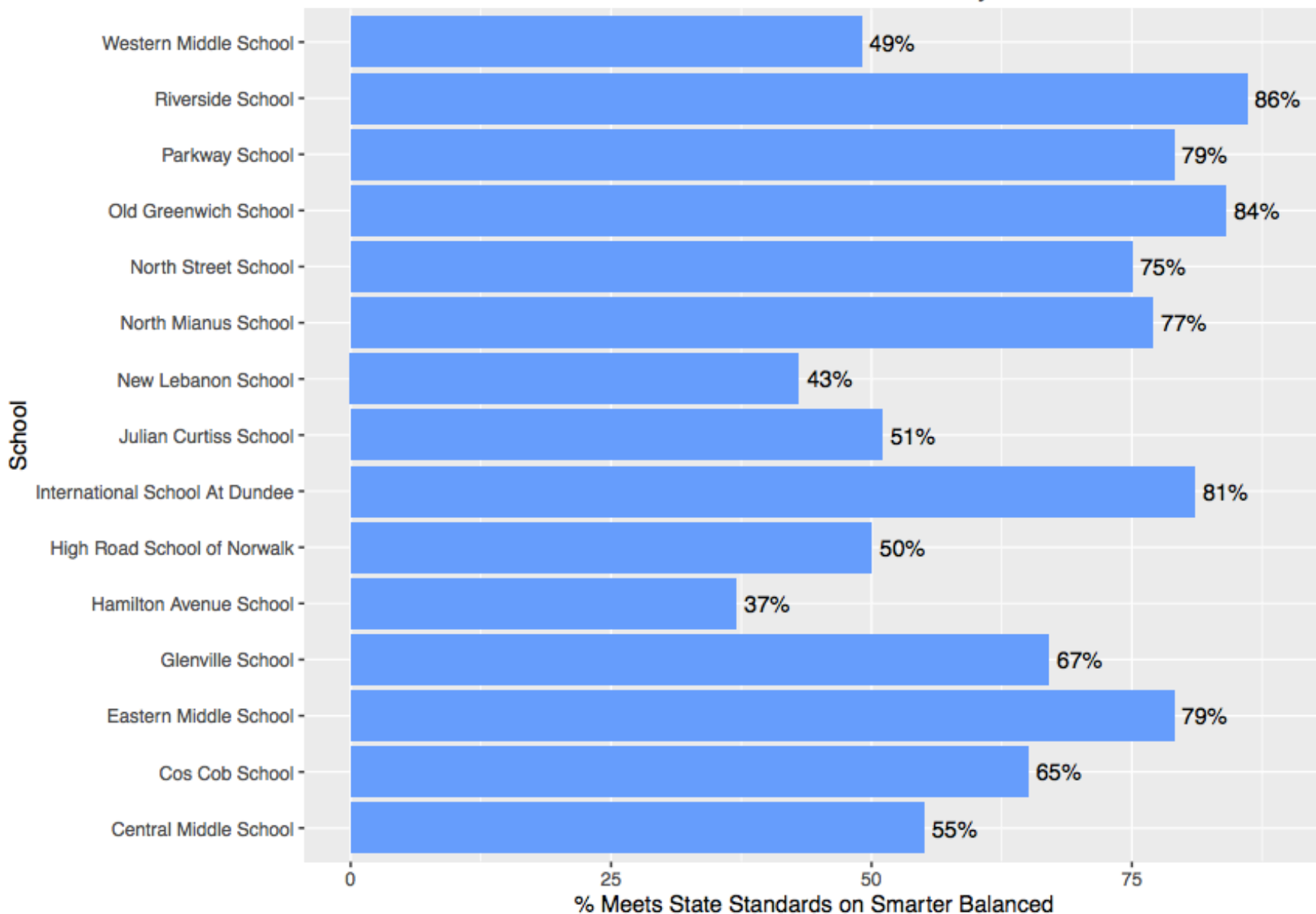
### Greenwich Smarter Balanced ELA Performance by Building: 2015-2016

<b>Building</b>	<b>Count</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Meets</b>
Central Middle School	546	11%	17%	41%	31%	72%
Cos Cob School	235	15%	15%	24%	46%	70%
Eastern Middle School	818	4%	11%	41%	45%	85%
Glenville School	234	11%	16%	24%	49%	73%
Hamilton Avenue School	163	23%	25%	29%	23%	52%
International School At Dundee	189	5%	6%	23%	66%	88%
Julian Curtiss School	167	17%	24%	25%	35%	59%
New Lebanon School	127	17%	23%	31%	29%	60%
North Mianus School	234	6%	9%	21%	64%	85%
North Street School	170	3%	12%	22%	63%	85%
Old Greenwich School	207	2%	10%	24%	65%	88%
Parkway School	99	7%	11%	34%	47%	82%
Riverside School	229	3%	7%	22%	68%	90%
Western Middle School	534	14%	23%	36%	27%	63%

**Greenwich Smarter Balanced ELA Claims Performance by Building: 2015-2016**

School Name	Count	Reading			Listening and Speaking			Writing		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
Central Middle School	546	39%	44%	17%	29%	63%	8%	43%	47%	10%
Cos Cob School	235	41%	44%	15%	34%	57%	9%	46%	39%	15%
Eastern Middle School	818	53%	40%	7%	39%	58%	2%	58%	38%	4%
Glenville School	234	44%	43%	13%	37%	57%	6%	51%	37%	12%
Hamilton Avenue School	163	25%	52%	24%	20%	67%	13%	23%	53%	24%
International School At Dundee	189	62%	32%	6%	50%	46%	5%	62%	31%	7%
Julian Curtiss School	167	34%	46%	20%	25%	66%	9%	36%	47%	17%
New Lebanon School	127	31%	49%	20%	23%	72%	5%	31%	48%	20%
North Mianus School	234	59%	36%	5%	47%	51%	3%	65%	29%	6%
North Street School	170	54%	41%	5%	45%	52%	2%	61%	35%	5%
Old Greenwich School	207	60%	36%	4%	44%	54%	2%	65%	31%	4%
Parkway School	99	45%	49%	5%	39%	55%	6%	54%	39%	7%
Riverside School	229	62%	34%	4%	50%	47%	3%	68%	28%	4%
Western Middle School	534	34%	48%	18%	24%	66%	10%	38%	46%	16%

## Greenwich Smarter Balanced Mathematics % Meets 2015–2016 by School





### Greenwich Smarter Balanced Math Performance by Building: 2015-2016

<b>Building</b>	<b>Count</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Meets</b>
Central Middle School	546	18%	27%	27%	27%	55%
Cos Cob School	235	14%	21%	36%	29%	65%
Eastern Middle School	817	7%	15%	20%	59%	79%
Glenville School	234	15%	18%	29%	38%	67%
Hamilton Avenue School	163	29%	33%	25%	13%	37%
International School At Dundee	189	6%	13%	26%	55%	81%
Julian Curtiss School	166	17%	31%	25%	27%	51%
New Lebanon School	127	18%	39%	23%	20%	43%
North Mianus School	234	6%	18%	28%	49%	77%
North Street School	170	3%	22%	26%	49%	75%
Old Greenwich School	207	2%	14%	26%	57%	84%
Parkway School	99	6%	15%	31%	47%	79%
Riverside School	229	4%	10%	28%	58%	86%
Western Middle School	534	25%	26%	21%	28%	49%

**Greenwich Smarter Balanced Mathematics Claims Performance by Building: 2015-2016**

School Name	Count	Concepts and Procedures			Problem Solving and Modeling Data Analysis			Communicating Reasoning		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
Central Middle School	546	36%	36%	29%	33%	48%	19%	30%	55%	15%
Cos Cob School	235	40%	40%	20%	35%	48%	17%	42%	44%	14%
Eastern Middle School	817	66%	24%	10%	57%	35%	9%	57%	37%	6%
Glenville School	234	47%	30%	23%	45%	39%	16%	39%	48%	12%
Hamilton Avenue School	163	21%	33%	46%	18%	47%	34%	18%	53%	29%
International School At Dundee	189	66%	24%	10%	53%	40%	7%	62%	29%	9%
Julian Curtiss School	166	39%	34%	27%	33%	43%	24%	30%	49%	20%
New Lebanon School	127	28%	36%	36%	25%	50%	24%	26%	54%	20%
North Mianus School	234	59%	29%	12%	54%	38%	8%	56%	38%	6%
North Street School	170	62%	31%	7%	54%	38%	8%	53%	39%	8%
Old Greenwich School	207	66%	29%	5%	61%	34%	5%	58%	38%	4%
Parkway School	99	60%	30%	10%	58%	34%	8%	55%	36%	9%
Riverside School	229	66%	28%	6%	61%	33%	6%	65%	31%	4%
Western Middle School	534	30%	32%	38%	31%	44%	25%	29%	54%	17%

Select

Riverside School (057-0571011) ▾

Click on a grade and subject to view more information.

## Number of Students Tested and Percent of Students at Level 3 or Above for Students in Riverside School, 2014-2015

### ELA/Literacy

Grade	Number of Students Tested	Percent Level 3 or above
Grade 3	73	90%
Grade 4	89	87%
Grade 5	82	84%

### Mathematics

Grade	Number of Students Tested	Percent Level 3 or above
Grade 3	74	85%
Grade 4	93	81%
Grade 5	82	83%

Select

Riverside School (057-0571011) ▾

Click on a grade and subject to view more information.

## Number of Students Tested and Percent of Students at Level 3 or Above for Students in Riverside School, 2015-2016

### ELA/Literacy

Grade	Number of Students Tested	Percent Level 3 or above
Grade 3	76	89%
Grade 4	72	93%
Grade 5	81	88%

### Mathematics

Grade	Number of Students Tested	Percent Level 3 or above
Grade 3	76	93%
Grade 4	72	82%
Grade 5	81	81%

## How do Riverside School's ELA and Math Results compare to other school districts in the state?

Riverside School's Grade 3-5 ELA results at level 3 or higher were 90%, which places us approximately #6 in the state out of 550 elementary schools.

Riverside School's Grade 3-5 Math results at level 3 or higher were 85.6%, which places us approximately #9 in the state out of 550 elementary schools.

Our percentages of students at level 3 or higher were comparable or slightly higher than the elementary district and school scores in Darien, Ridgefield, Westport, Weston, Wilton, and New Canaan, some of the highest achieving districts in Connecticut.

# CSDE Identified Areas of Focus: Key Shifts in English Language Arts

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

# CSDE Identified Areas of Focus: Key Shifts in Mathematics

- Greater focus on fewer topics
- Coherence: Linking topics and thinking across grades
- Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity



**Dianna R. Wentzell**  
*Commissioner*

*“Much like our annual physical where we track important health indicators, assessments are an important academic checkup.*

*And just as we do not improve our health by practicing our physical exam, the best way to improve our results over this baseline year is not by practicing the Smarter Balanced exam.*

*The only authentic way to improve our performance is to emphasize quality learning time and to personalize this instruction to address individual student needs.”*

Test: CMT/CAPT Science Grade 5  
 Year: 2015-2016  
 Name: Riverside School

**Legend: Achievement Levels**  
 ■ %Below Basic ■ %Basic ■ %Proficient ■ %Goal ■ %Advanced

## Average Scale Score, Percent Goal and Percentage in Each Achievement Level CMT/CAPT Science Grade 5 Test for Students in Riverside School

Breakdown By:  Comparison: ON

Name	Number of Students	Average Scale Score	Percent Goal	Percentage in Each Achievement Level
Greenwich School District (057)	687	279	79	
Riverside School (057-0571011)	82	291	90	

**RIVERSIDE SCHOOL GOAL LEVEL AND ABOVE 90%**

**GOAL – 44%      ADVANCED – 46%**



# Average Scale Score, Percent Goal and Percentage in Each Achievement Level CMT/CAPT Science Grade 5 Test for Students in Greenwich School District

Breakdown By:

ALL

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Goal	Percentage in Each Achievement Level
Greenwich School District (057)	687	279	79	3 5 12   44 35
Cos Cob School (057-0570211)	73	273	74	5 4 16   45 29
Glenville School (057-0570411)	79	284	87	3 4 6   51 37
Hamilton Avenue School (057-0570511)	55	234	42	16 18 24   33 9
International School At Dundee (057-0571311)	61	298	90	3 7   39 51
Julian Curtiss School (057-0570311)	54	262	69	7 7 17   44 24
New Lebanon School (057-0570611)	38	248	50	11 11 29   39 11
North Mianus School (057-0570711)	76	295	87	7 7   41 46
North Street School (057-0570811)	57	289	89	5 5   46 44
Old Greenwich School (057-0570911)	80	286	85	1 3 11   46 39
Parkway School (057-0571111)	32	287	91	9   59 31
Riverside School (057-0571011)	82	291	90	1 9   44 46

# QUESTIONS?