Smarter Balanced Assessment (SBA) Results PGUSD

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Smarter Balanced Assessment (SBA)

- Given to Grades 3-8, and 11
- Three statewide administrations to date:
  - Spring 2015 (Y1)
  - Spring 2016 (Y2)
  - Spring 2017 (Y3)
- Two Subject Areas:
  - English Language Arts (ELA)
  - Mathematics
- California Science Test (CAST) – 2017 Pilot Year Test
  Grades 5, 8, and 10 or 11

Smarter Balanced Assessment (SBA)

(continued)

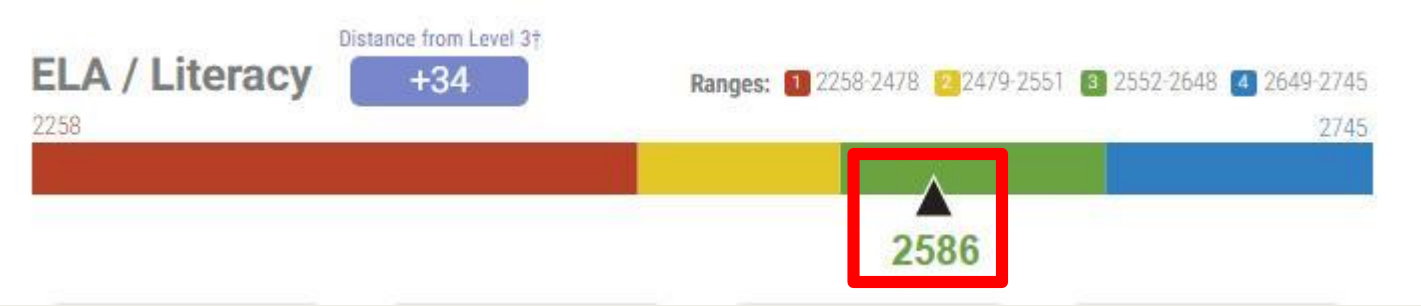
- Comprised of real-world test items and performance tasks:
  - Critical thinking
  - Problem-solving
  - Application of knowledge and skills
- Computer Adaptive: test items are tailored to more accurately identify knowledge and skills
- Designed to measure student growth *over time*.

Understanding SBA Scores

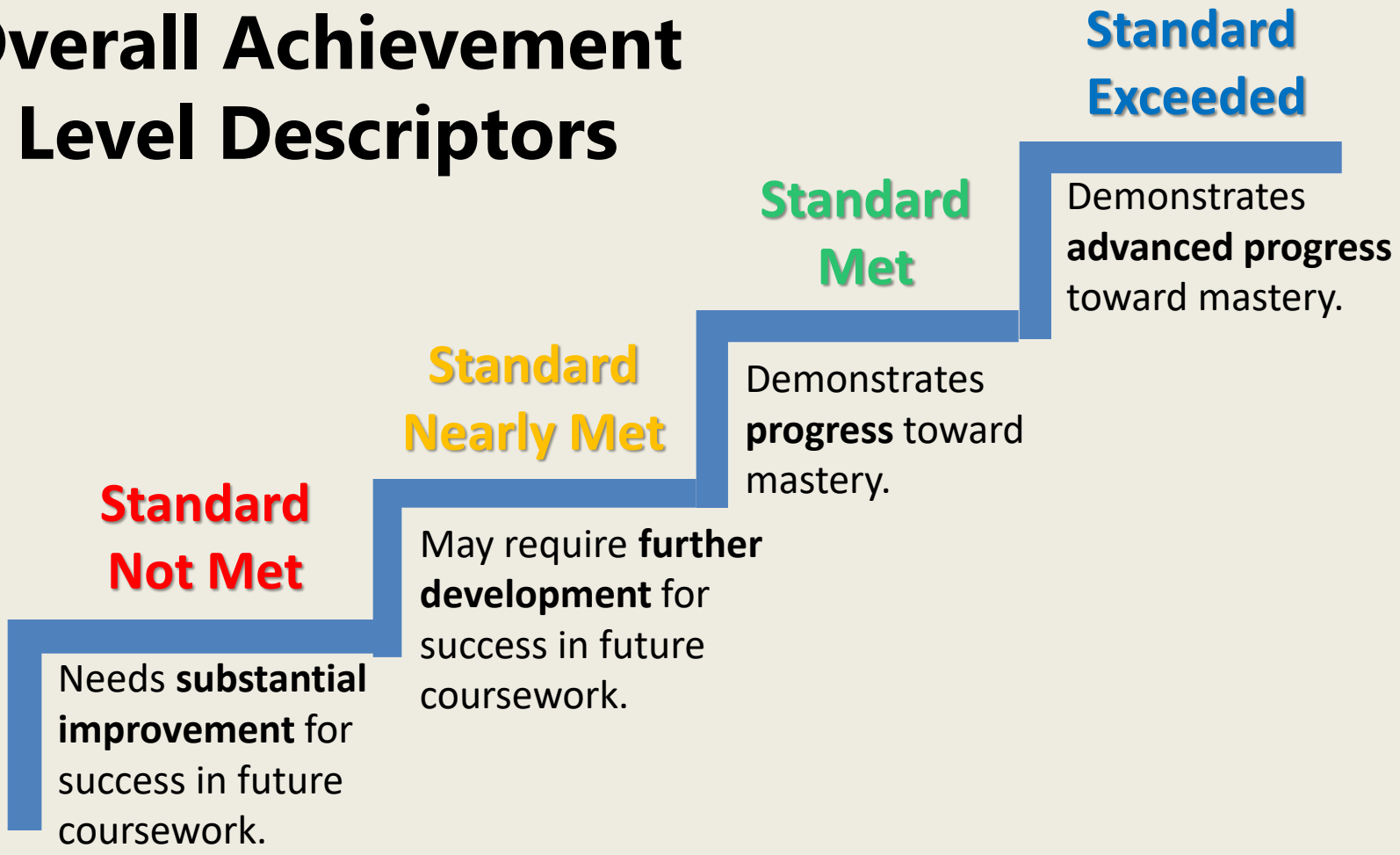
Two Components

1. **Overall scores:** Each student will receive an overall score for English language arts/literacy (ELA) and mathematics, expressed as a number between 2000 and 3000.

2. **Achievement levels:** Each overall score falls into one of four achievement levels: ***standard not met***, ***nearly met***, ***met***, and ***exceeded***.



Overall Achievement Level Descriptors



Source: http://www.cde.ca.gov/ta/tg/sa/index.asp.

Skill Areas Tested

- Highlight students' strengths and areas in need of support in key skill areas for both ELA/Literacy and Mathematics
- Each skill area is known as a "***Claim***" (4 for ELA and 3 for Mathematics):

ELA/Literacy Claims:

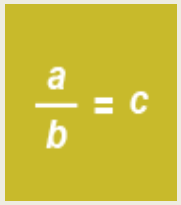
Reading

Writing

Speaking and Listening

Research/ Inquiry

Mathematics Claims:

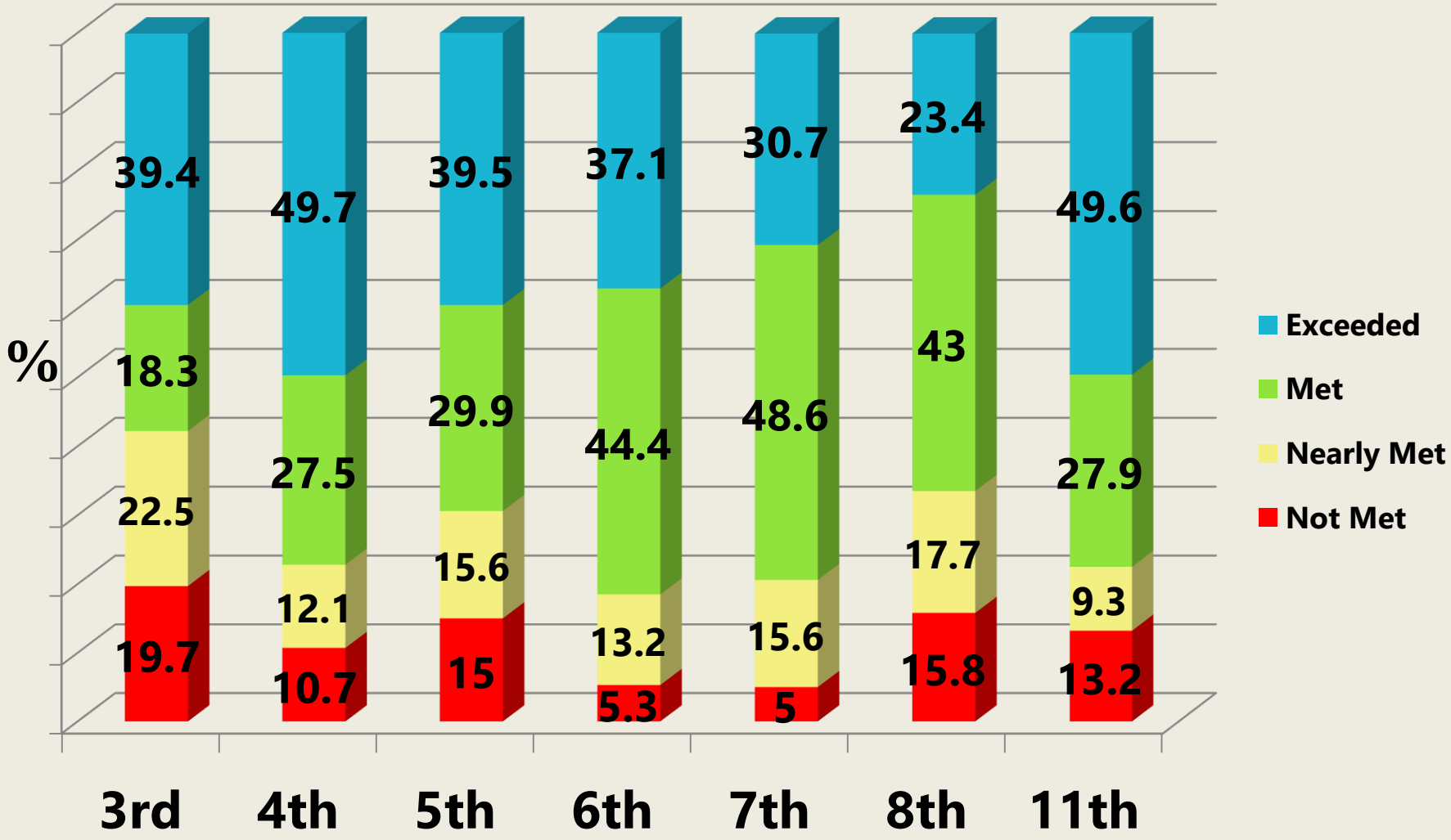


Concepts & Procedures

Problem Solving & Data Analysis

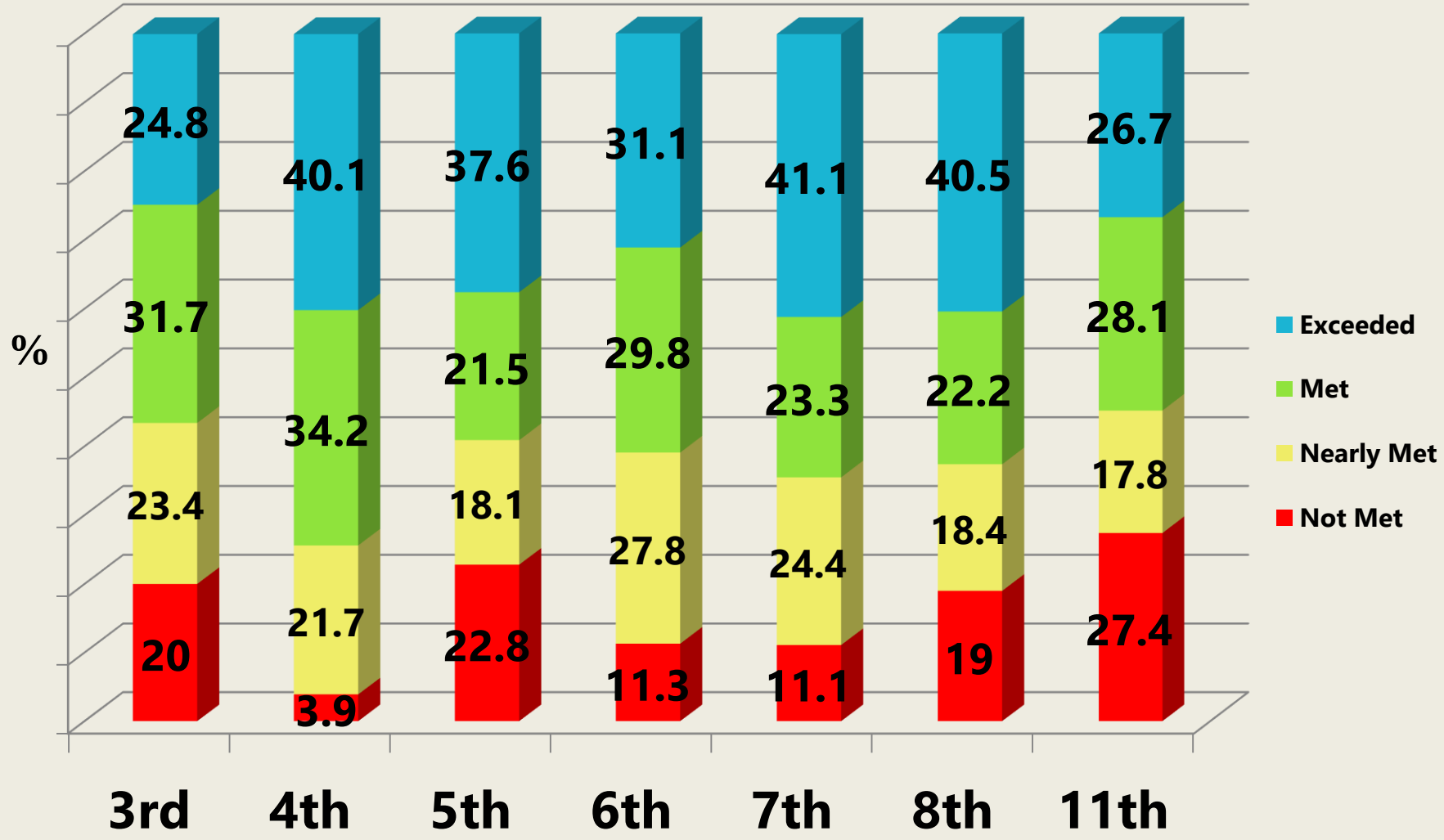
Communicating Reasoning

ELA/Literacy: % Per Achievement Level (2017 – Y3))



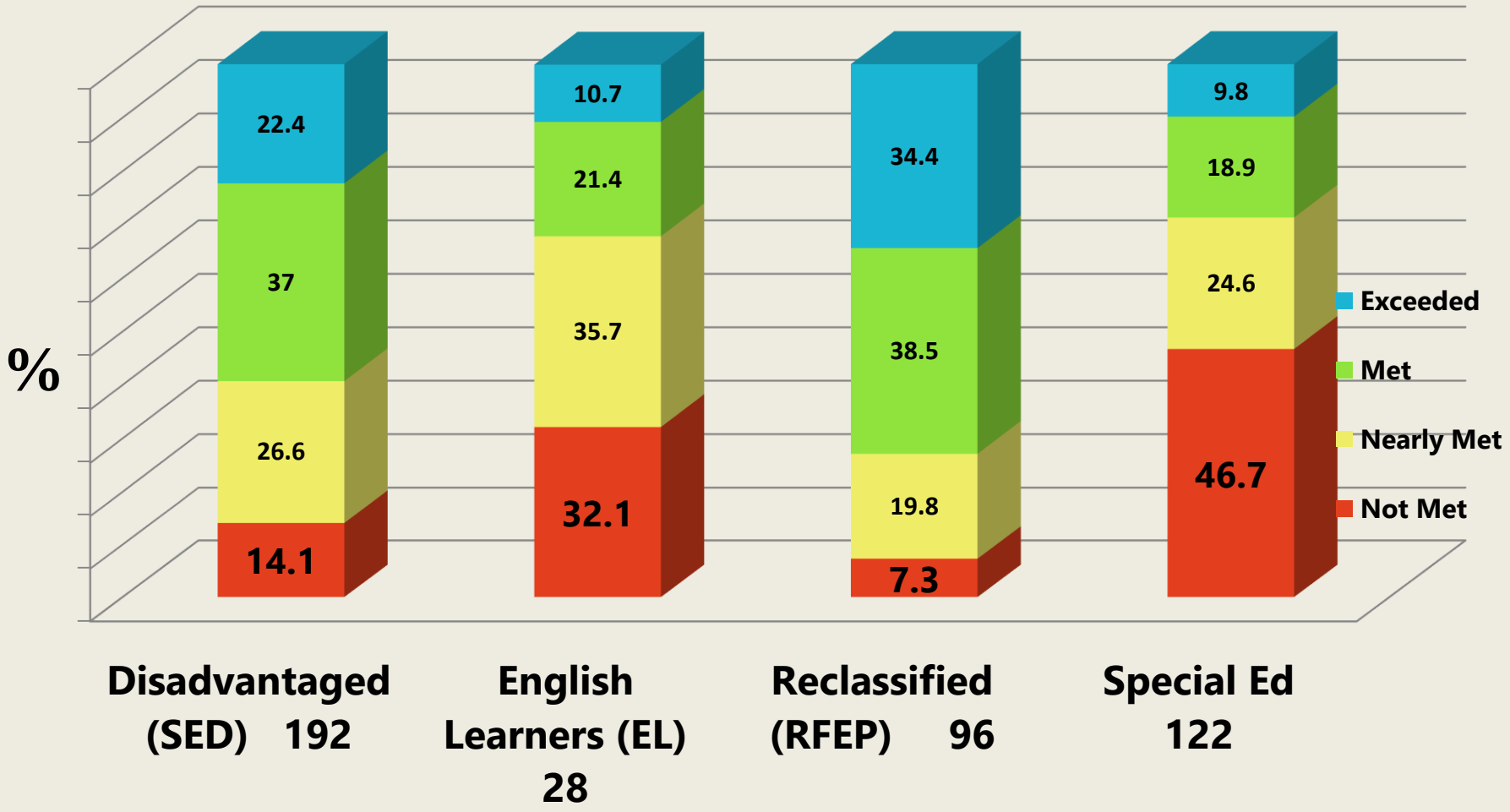
Source: http://caaspp.cde.ca.gov/sb2016/Search and Illuminate Education DnA (PGUSD)

Math: % Per Achievement Level (2017 – Y3)



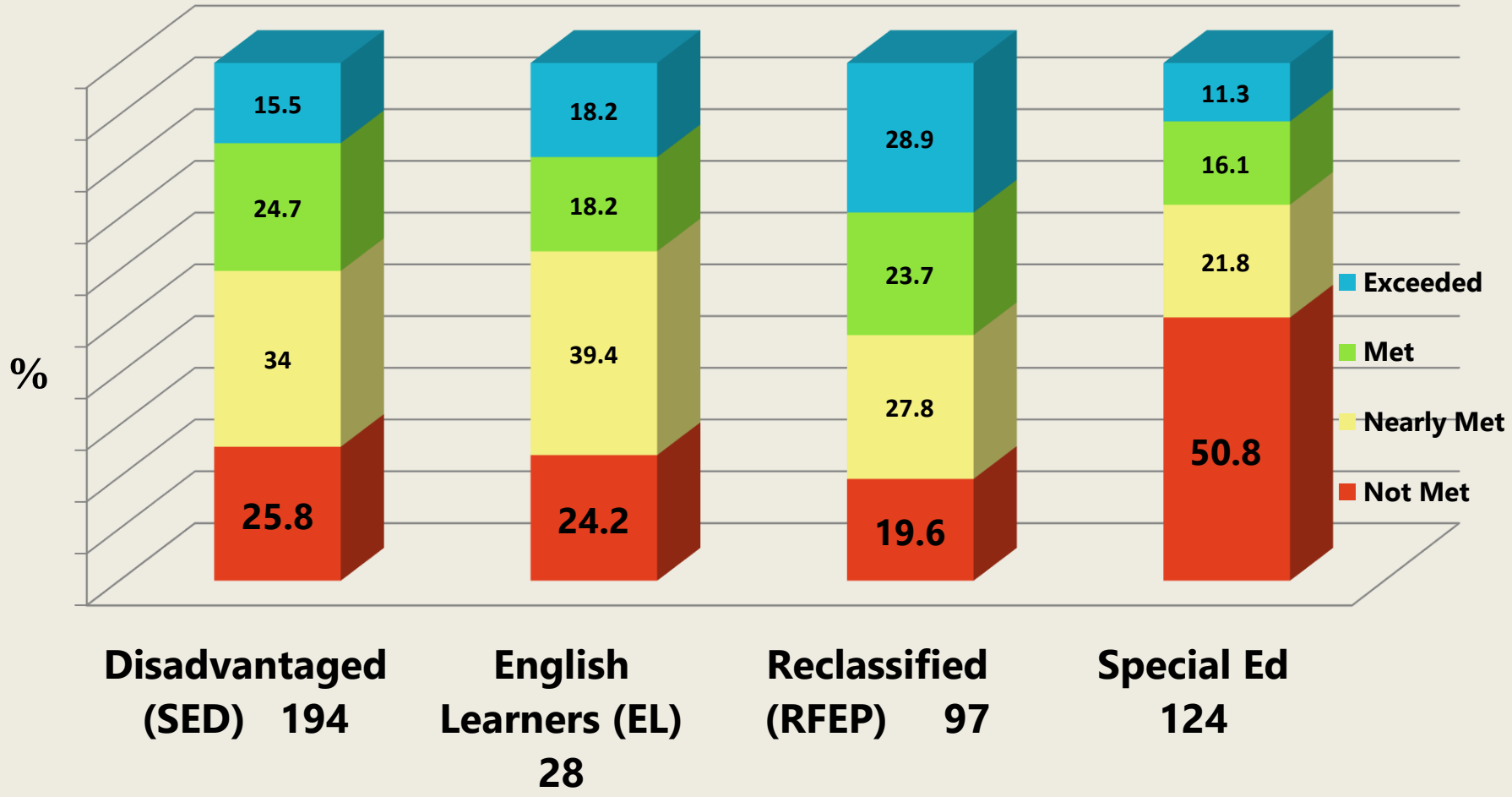
Source: http://caaspp.cde.ca.gov/sb2016/Search and Illuminate Education DnA (PGUSD)

Overall % Per Achievement Level for Target Groups (2017 – Y3) - ELA



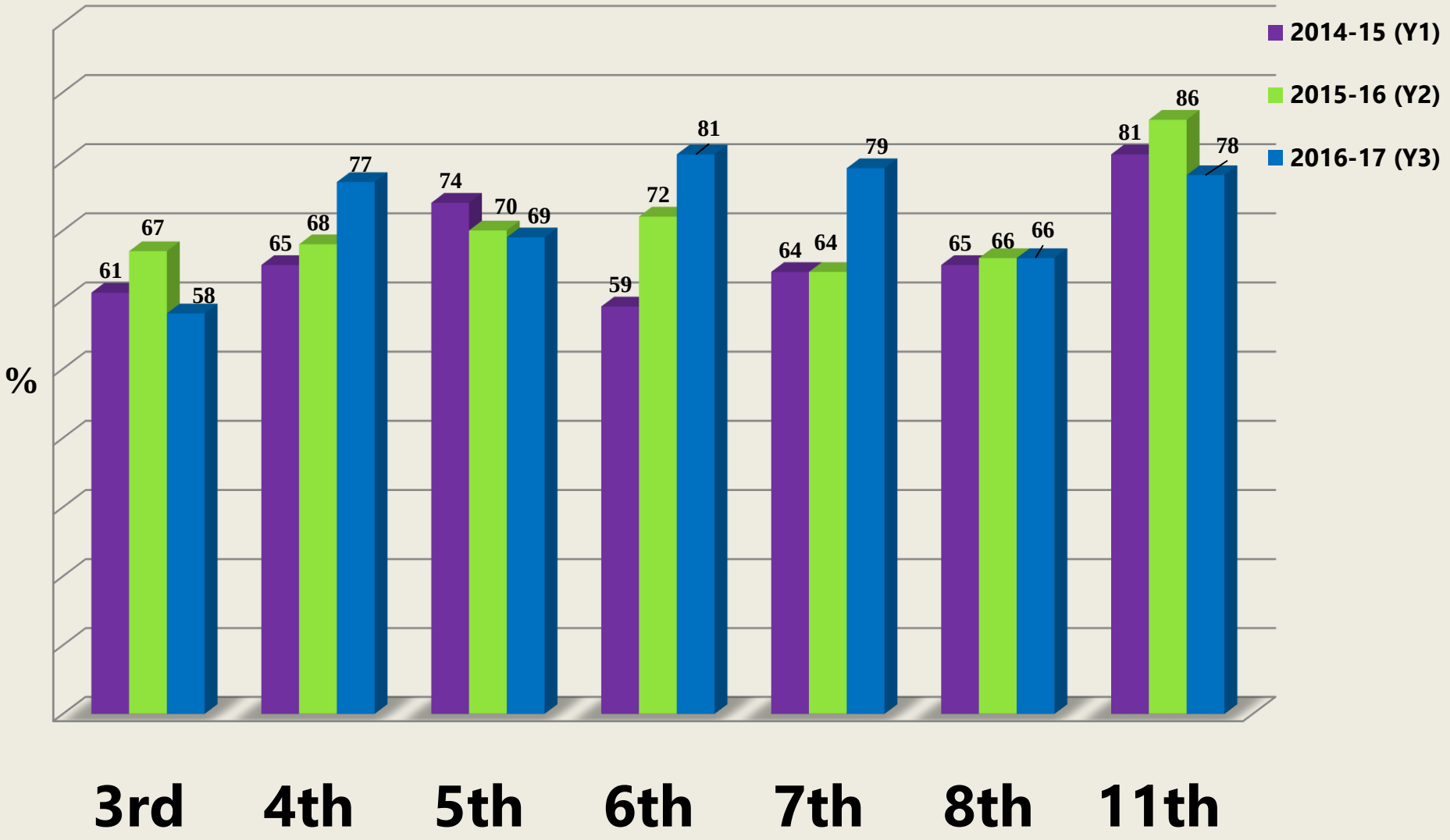
Source: http://caaspp.cde.ca.gov/sb2016/Search and Illuminate Education DnA (PGUSD)

Overall % Per Achievement Level for Target Groups (2017 – Y3) - Math



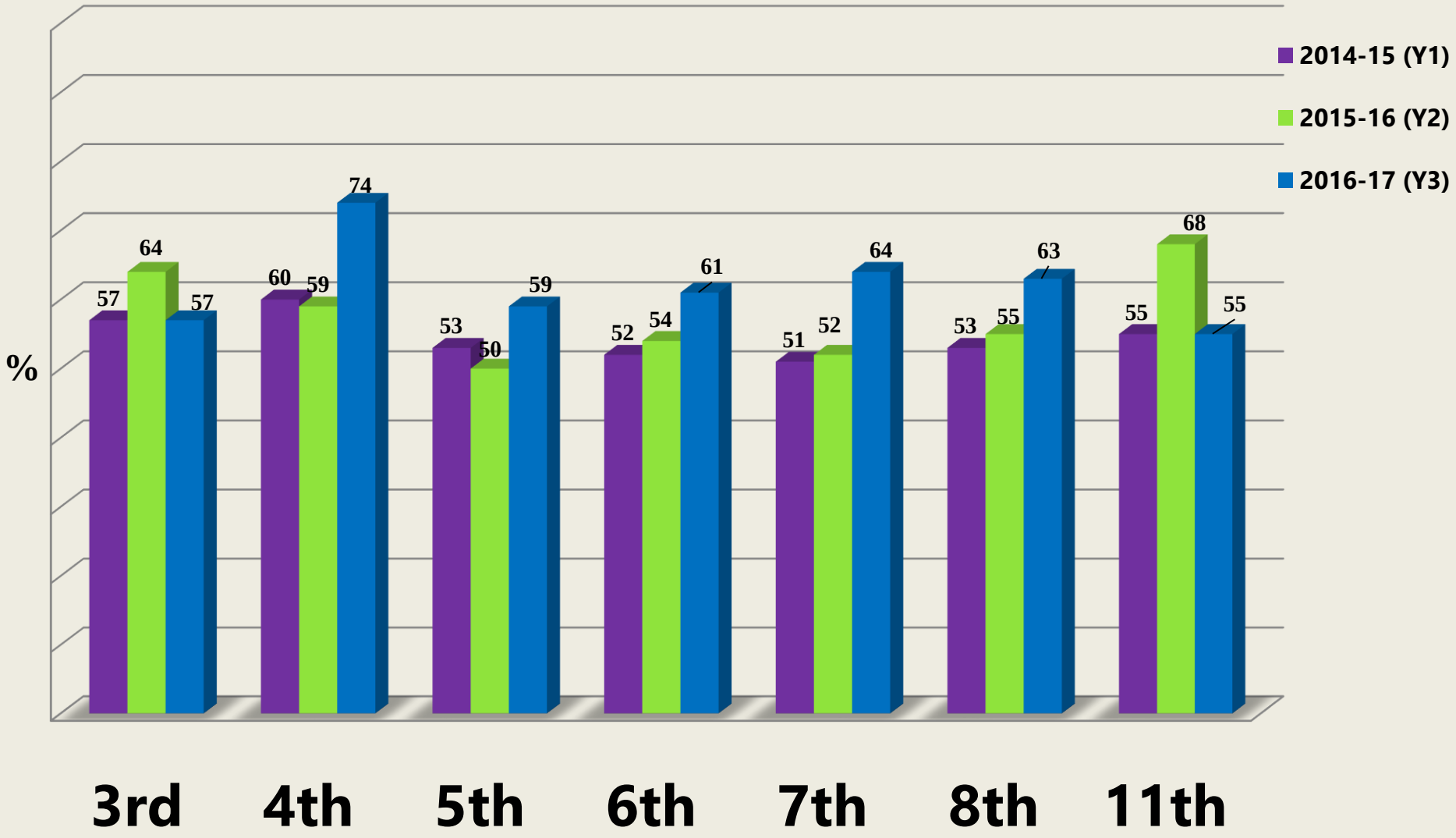
Source: http://caaspp.cde.ca.gov/sb2016/Search and Illuminate Education DnA (PGUSD)

ELA: % Met or Exceeded - Y1 - Y2 –Y3 Comparison



Source: http://caaspp.cde.ca.gov/sb2016/Search and Illuminate Education DnA (PGUSD)

Math: % Met or Exceeded - Y1 - Y2 –Y3



Source: http://caaspp.cde.ca.gov/sb2016/Search and Illuminate Education DnA (PGUSD)

Y1 - Y2 - Y3: % Met or Exceeded by Cohort

ELA

	3rd	4th	5th	6th	7th	8th	(9th)	(10th)	11th
2016-17 (Y3)	58%	74%	69%	81%	79%	66%			78%
2015-16 (Y2)	68%	68%	70%	72%	64%	66%			86%

Math

2014-15 (Y1)	3rd	4th	5th	6th	7th	8th	(9th)	(10th)	11th
2016-17 (Y2)	57%	74%	59%	61%	64%	63%			55%
2015-16 (Y2)	64%	59%	50%	54%	52%	55%			68%
2014									

Source: http://caaspp.cde.ca.gov/sb2016/Search and Illuminate Education DnA (PGUSD)

Plan of Action

- Instructional Leadership Teams (ILT) at each school promoting and facilitating Professional Learning Communities (PLC) focused on using achievement data to enhance instruction for all students
- Elementary and Secondary Math Coaches supporting teachers in designing and delivering more effective math instruction

Progress Monitoring

- Use of a broad range of assessments
  - Diagnostics (I-Ready, DIBELS, SRI, MDTP, etc.)
  - Common Formatives (Illuminate Education, publisher produced and curriculum embedded)
- PLC driven cycle of inquiry for learning:
  1. What is it we expect our students to learn?
  2. How will we know when they have learned it?
  3. How will we respond when some students do not learn?
  4. How will we respond when some students already know it?

Thank You