

Lowell Joint School District

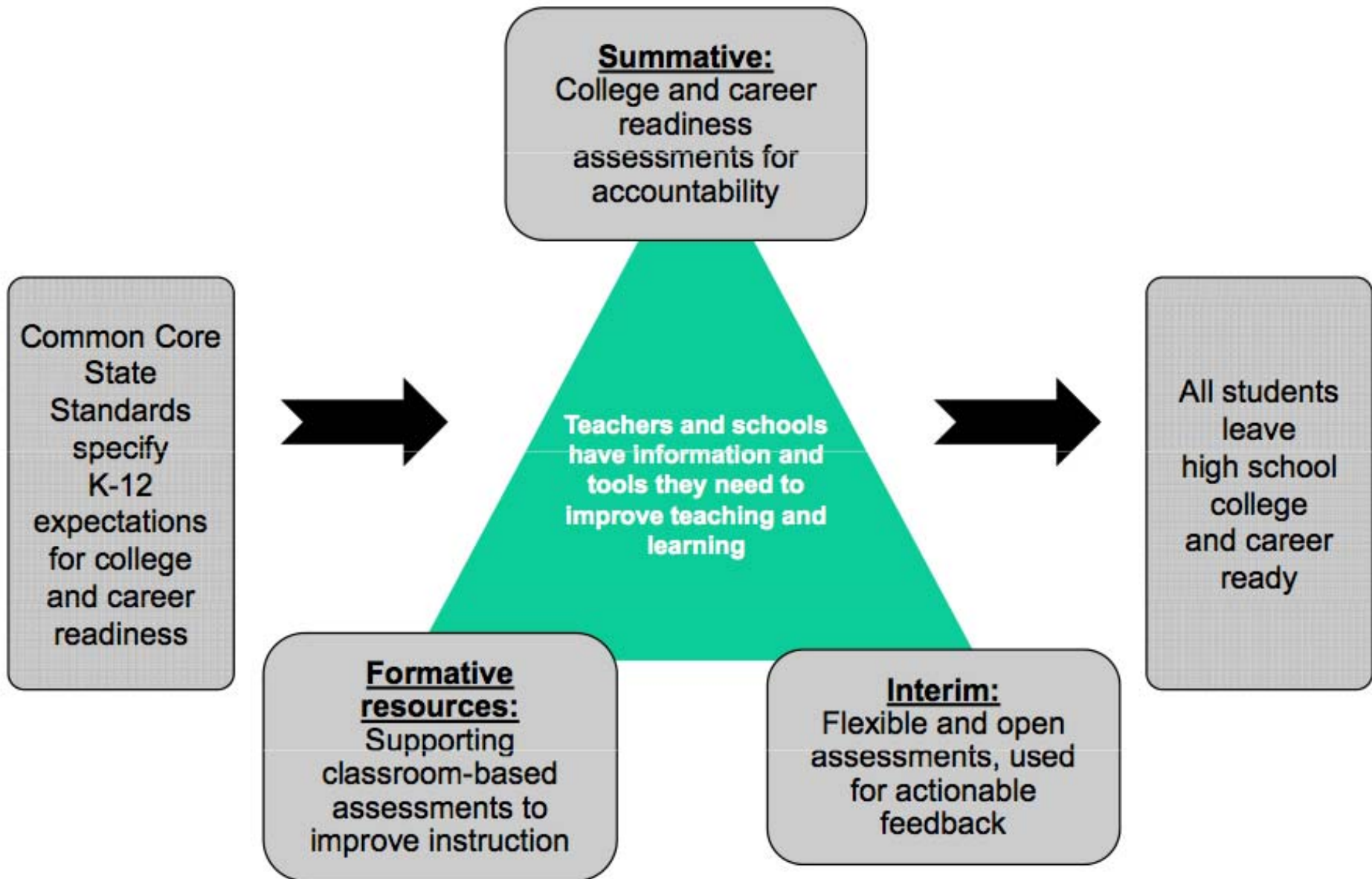
Presentation to the Board of Trustees

December 9, 2013

Are You Smarter Than a 5th Grader?

A Preview of the New California Assessment System

A Balanced Assessment System



Spring 2014 Field Tests

REVISED

- State Testing Window is March 18 - June 6, 2014
- CDE will assign shorter testing windows for each school district
- Participating students will take **BOTH** an ELA and a Mathematics Field Test, **AND one performance task**
- Data from this sample will be used to determine item reliability and validity and initial performance level scores
- No student, school, or district level reports will be produced

Smarter Balanced Item Types

- Multiple Choice with one correct response
- Multiple Choice with multiple correct responses
- Two-part multiple choice
- Matching Tables
 - Yes/No or True/False Tables
- Fill-In Tables
- Select or order text or graphics
- Complex drag and drop
- Graphing
- Equation or numeric response
- Short Text
- Long Essay

The screenshot displays a digital assessment interface. At the top, there are navigation icons for zooming, saving, pausing, and navigating between questions. The main content area is divided into two parts:

1 David wants to create the L-shaped desk shown. He decides to buy two rectangular desks and put them together.

- Drag numbers into the boxes to show the missing dimensions.
- Use the Connect Line tool to draw a line dividing the diagram into two desks. Make each desk 5 feet by 2 feet.
- What is the total area of the L-shaped desk? Drag numbers into the box to show your answer.

A. A diagram of an L-shaped desk is shown. The top horizontal edge is labeled "2 ft". The right vertical edge of the top part is labeled "3 ft". The bottom horizontal edge is labeled "7 ft". The right vertical edge of the bottom part is labeled "2 ft". There are two empty boxes with "ft" next to them: one on the left vertical edge and one on the top horizontal edge of the right part.

B. Total area: ft²

Examples of Grade 5 Test Items



1

Several expressions are shown.

Decide if the value of the expression is less than, equal to, or greater than 15.

Drag the expressions to the correct category in the chart.

Less than 15	Equal to 15	Greater than 15
$2 \times \frac{1}{2} \times (5 \times 3)$	$(5 \times 3) \div 5$	$\frac{1}{4} \times (5 \times 3)$
$(5 \times 3) + 6$	$20 - (5 \times 3)$	$(5 \times 3) \times (8 - 7)$
$1 \times (5 \times 3)$	$2 \times (5 \times 3)$	

2



Each square in the grid represents 25 square units.

Use the Connect Line tool to draw a rectangle that has an area of 875 square units.



Key



represents 25 square units

New Homes for Hermit Crabs

by Bart King

Hermit crabs are nature's recyclers. Like many other crabs, the hermit crab eats waste. By living on sea scraps, hermit crabs help keep oceans and shores clean. Some hermit crabs hide in reefs or live in shallow waters, while others scuttle on the ocean floor. There are also hermit crabs that spend most of their lives ashore.

Unlike other crabs, the hermit crab has a thin outer shell over its soft tail. This makes the hermit crab easy prey for hungry predators. Hermit crabs stay safe by living in old seashells. A hermit crab is picky; it tries on many shells until it finds one that fits just right. The hermit crab backs into its new home and uses its tail and rear legs to grab onto the shell and carry it. If a predator shows up, the crab retreats into its shell and blocks the entrance with its strong claws.

During a lifetime, one hermit crab will inhabit many different seashells. As a hermit crab grows, the crab leaves its home, upgrading to a larger shell. In recent years, however, many hermit crabs have had trouble finding their perfect homes. What is the problem? There are not enough shells to go around!

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to seawater. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet

8



People affect hermit crabs in many ways. Using **at least two** details from the text, explain whether people have a positive or a negative effect on hermit crabs.

Type your answer in the space provided.

9



Explain why the author calls hermit crabs "nature's recyclers." Use details from the text to support your answer.

Type your answer in the space provided.

10



A student has been doing research on the topic of allowing students to have cell phones in schools for an opinion article in the school newspaper. Read the notes and the directions that follow.

Reasons Students Should Be Allowed to Have Cell Phones in School:	Reasons Students Should <u>Not</u> Be Allowed to Have Cell Phones in School:
<ul style="list-style-type: none">• If there is an emergency, students can get help.• Students can contact family members if they need them.• Parents can contact their children.• Cell phones have tools that are helpful like calculators.• Students can use cell phones to do research.	<ul style="list-style-type: none">• Students may forget to turn off their phones and they might interrupt class.• Students may be more interested in their cell phones than in their schoolwork.• Phones may help a student cheat on classwork.• Students may get onto the Internet during class.

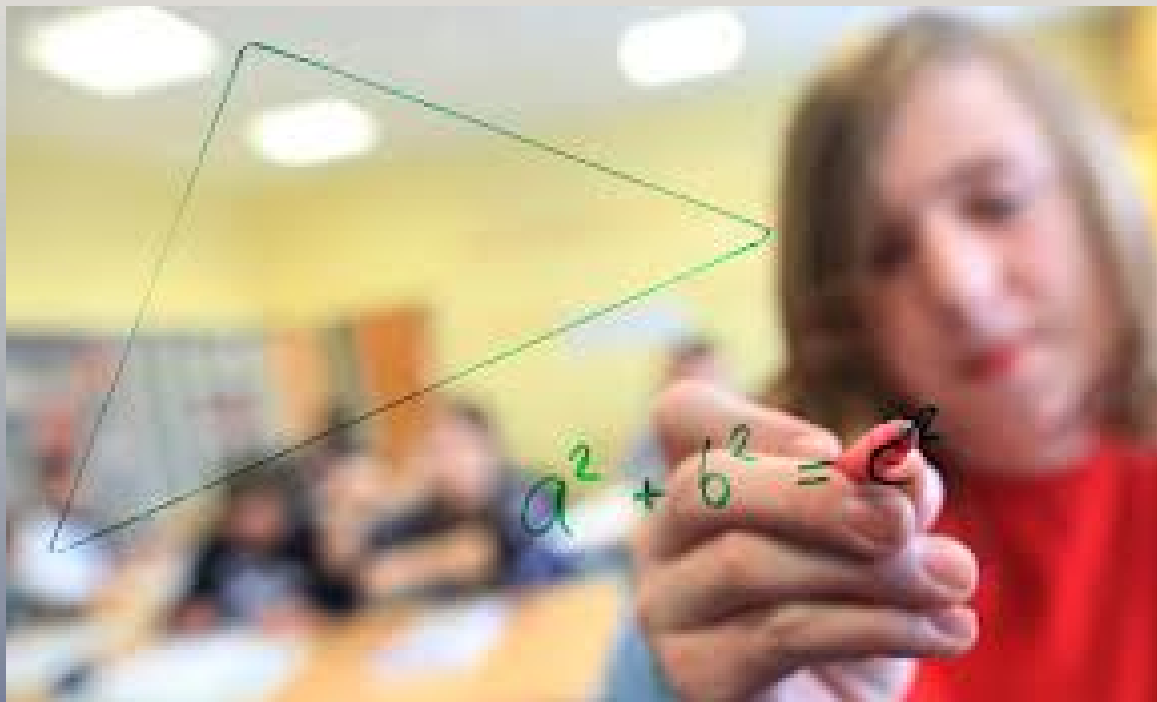
Write an article that is **at least three** paragraphs long about your opinion on whether or not cell phones should be allowed in school. Be sure to include reasons for your opinion as well as support for your reasons. Be sure to use details from the notes in the table using your own words as needed.

Type your answer in the space provided.

|



Example of a Grade 5 Performance Task



COMMUNITY GARDEN

Your class is going to plant vegetables in a section of the local community garden. The garden manager has provided an area to plant the vegetables as follows:

The total area for the class to plant vegetables will be a rectangle 40 feet long and 30 feet wide.

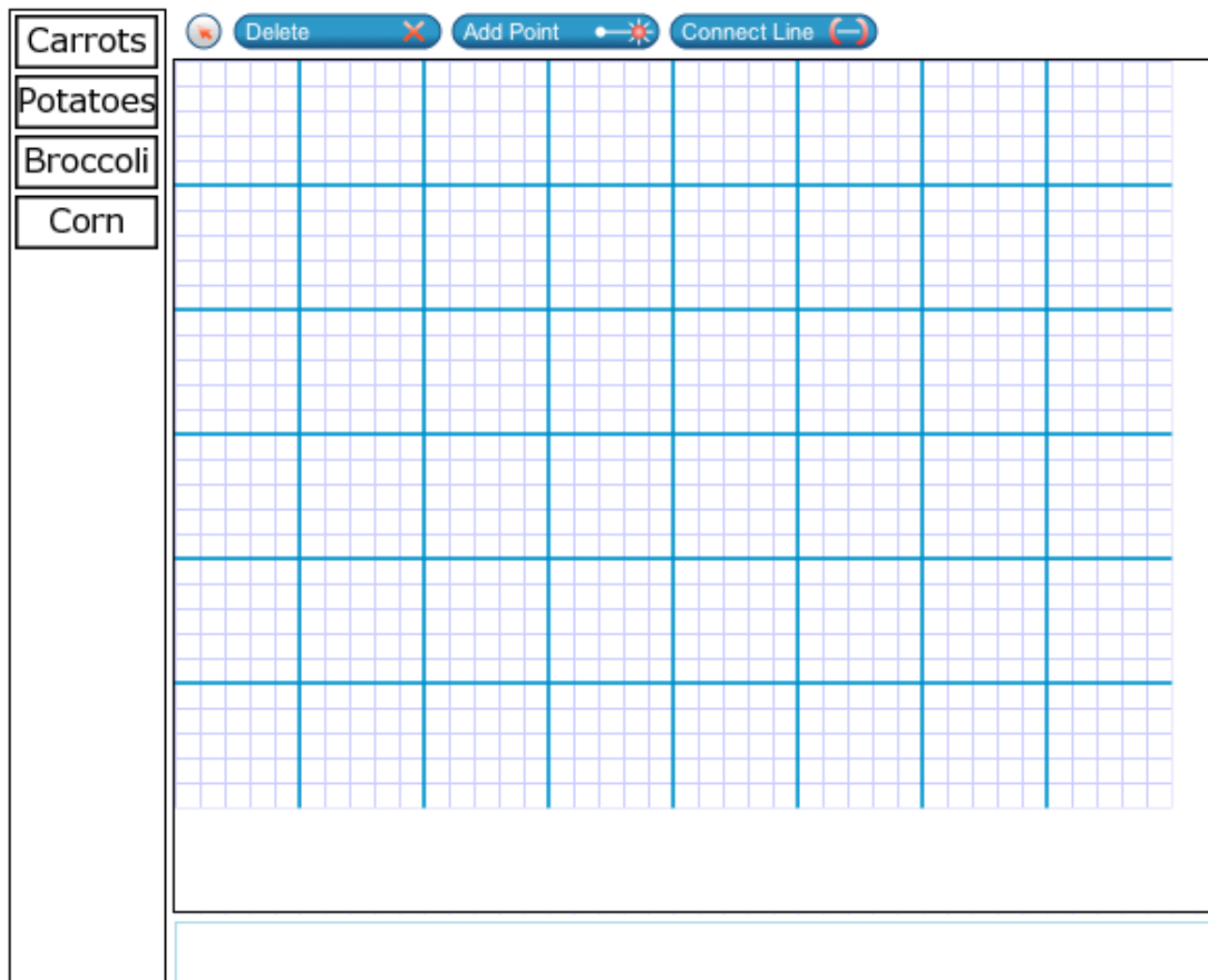
The class has decided to plant four rectangular sections of the class garden with vegetables according to this plan:

- **$\frac{1}{4}$ of the garden will be planted with carrots.**
- **$\frac{1}{6}$ of the garden will be planted with potatoes.**
- **$\frac{1}{8}$ of the garden will be planted with broccoli.**
- **$\frac{1}{12}$ of the garden will be planted with corn.**

In this task, you will analyze the class plan and determine an alternate plan that will help make the most use of the available area.

Using the connect line tool, draw rectangles on this model of the garden to represent the four rectangular sections for planting vegetables according to the class plan. The garden model is divided into 5 feet by 5 feet sections.

- Use whole number side lengths.
- Each square on the model represents 1 square foot.
- Drag the correct label that shows the vegetable for each section.



The interface features a toolbar at the top with four buttons: 'Delete' (with a red X icon), 'Add Point' (with a red star icon), 'Connect Line' (with a red line and arrow icon), and a red arrow icon. Below the toolbar is a large grid representing a garden model, which is 25 units wide and 25 units high. The grid is composed of small squares, with a 5x5 grid of larger squares overlaid. To the left of the grid is a vertical list of vegetable labels: 'Carrots', 'Potatoes', 'Broccoli', and 'Corn', each in its own box. Below the grid is a large empty rectangular area for drawing or labeling.

2

Think about the class plan for the garden plot. What fraction of the garden plot will be left over after the class plants their vegetables?

← → ↶ ↷ ✕

1	2	3	+	-	×	÷	
4	5	6	<	≤	=	≥	>
7	8	9	$\frac{\square}{\square}$				
0	.						

3

Your class has decided to plant potatoes in the unused portion of the garden plot.

Part A

What total fraction of the class garden will be planted with potatoes? Remember that $\frac{1}{6}$ of the garden is already planned for potatoes.

Enter your response in the first response box.

Part B

How many total square feet of the class garden plot will be planted with potatoes?

Enter your response in the second response box.

4



Using the new plan with more potatoes, write an equation to show that the **total area** of the class's garden is used to grow vegetables. Make sure the equation shows that the sum of the areas, in square feet, of each section equals the total area of the class's garden.

- Carrots
- Potatoes
- Broccoli
- Corn

Key Features of Smarter Balanced Assessment System

- Interim, summative, and formative assessment practices and tools
- Variety of item types
 - Selected Response
 - Constructed Response
 - Extended Response
 - Performance Tasks
- Technology
- Adaptive testing
- More powerful reporting
- Digital library of resources and tools for educators

The Smarter Balanced Assessment Consortium

English Language Arts Content Specifications

- Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. Reading, literary and informational text.
- Claim 2: Students can produce effective and well grounded writing for a range of purpose and audiences.
- Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.
- Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Mathematics Assessment Claims

- **Claim 1: Concepts and Procedures**
 - Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency
- **Claim 2: 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
- **Claim 3: Communicating Reasoning**
 - Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others
- **Claim 4: Modeling and Data Analysis**
 - Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems

Field Test Benefits

- Students will have hands-on experience with the functionality of a computer-based assessment.
- Teachers and administrators will gain valuable exposure to administration logistics during a trial run.
- School districts will benefit from having learned where technology gaps may exist and then can fully prepare for operational assessments.

