

Parent Information Session: Standardized Testing in Grades 3-8

NGSS (Grades 5&8) and SBA (Grades 3-8)

Darien Public Schools
March 25, 2021

Presented by:

Christopher Tranberg, *Assistant Superintendent*

Joan McGettigan, Ed.D., *Director for Instructional Technology*

Linda Johnson, *Director for Elementary Math and Science*

Kathy Schultz, *Elementary Assistant Principal*

Dana Giannattasio, *MMS Assistant Principal*

Theresa Fox, *Special Education Department Chair*

Agenda - March 25, 2021

- Overview and purpose of State Assessments
 - Smarter Balanced Assessment (SBA) Grades 3-8
 - Next Generation Science Standards Assessment (NGSS) Grades 5&8
- Testing Accommodations
- When can parents expect results?
- Assessment Schedule for 2021
- Questions

Purpose of State Assessment

The purpose of the state assessments are to:

- Provide another standardized data point to measure student progress within grade level curriculum
- Provide guidance in the revision of curriculum as it connects to the Common Core Standards and Next Generation Science Standards



Overview

The State of Connecticut Requires Districts to Administer the Following Assessments Yearly

Smarter Balanced Assessment

Administered to students in grades 3 through 8th, it is a standardized assessment that measures a student's math and reading knowledge compared to their grade level standards. It is an untimed test.

Next Generation Science Assessment

Administered to students in grades 5,8 and 11, it measures students' progress against the NGSS Science Standards

Smarter Balanced Assessment

Grades 3 - 8

The SBA includes two types of tasks that are both taken online:

- Computer Adaptive Test for English Language Arts (ELA) & Math
 - Short-answer, multiple-choice questions and interactive test items
 - Questions adjust to each student's ability
- Performance task (Math)
 - Longer multi-step questions applied to a complex task
 - Students solve real-world problems
 - Measures depth of understanding of math concepts and complex analysis

ELA

Smarter Balanced Assessment



Parts:

- Reading
- Writing
- Listening
- Research/ Inquiry

Question Types:

- Multiple choice questions
- Short answer responses

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.

Enzo clattered down the iron steps to the steerage deck and dove into his bunk. He rested his head against his pillow. Trevilla wasn't his home anymore. Gone was the fishing boat. Gone was the Mediterranean blue that he'd always taken for granted. Who knew what kind of home America would be?

One of the passengers was a girl named Carlotta. Her family was from Rome. Carlotta had been quick to tell him this on the first day of the voyage. "New York will not be so different from Rome," Carlotta had said. "They are both great cities, but of course Rome is better. My father has already been to America twice. He is going to open a big department store downtown. My father had a successful

1

Which sentences **best** support the idea that the sea is important to Enzo and his family? Select **two** options.

- ☐ "They would fish for hours, just the two of them, surrounded by the blue waters of the Mediterranean Sea."
- ☐ "The boy's earliest memories were of being at sea with his father."
- ☐ "Now Enzo and his family were on a giant ship crossing the Atlantic."
- ☐ "Gone was the fishing boat."
- ☐ "Enzo explained that his father had come from a long line of fishermen who had passed down the remedy for seasickness."
- ☐ "He explained that they were sailing to meet his mother's brothers."

2

Which statement **best** summarizes the central idea of the text?

- (A) Traveling by ship is difficult and causes sickness.
- (B) Carlotta feels very ill on the ship and Enzo knows how to help her.
- (C) There are more people on the ship than live in the entire Italian village where Enzo is from.
- (D) Traveling to an unfamiliar country is more interesting when the experiences are shared with a new friend.

What inference can be made about why the author includes the backpack in the passage? Support your answer with details from the passage.



Antoine of Oregon

A Story of the Oregon Trail
by James Otis

Susan rode with me, as she had from the beginning of the journey. Nothing of note happened to us, unless I should set down that this day was stormy, and on that day the sun shone, until we came into the valley of the North Fork of the Platte, through a pass which is known as Ash Hollow.

There we drove down a dry ravine on our winding way to the river bottoms, stopping now and then to gather a store of wild currants and gooseberries which grew in abundance.

Near the mouth of the ravine we came upon a small log cabin, which had evidently been built by trappers, but the emigrants on their way into the Oregon country had converted it into a post office, by sticking here and there, in the crevices of the logs, letters to be forwarded to their friends in the States. Hung on the wall where all might see it, was a general notice requesting any who passed on their way to the Missouri River to take these missives, and deposit them in the nearest regular post office.

The little cabin had an odd appearance, and Susan confessed that, almost for the first time since leaving Independence, she was growing homesick, solely because of seeing this post office.

After crossing the stream we came upon a party of emigrants from Ohio, having only four wagons drawn by ten yoke of oxen, and driving six cows.

Truly it was a small company to set out on so long a march, and when the leader begged that they be allowed to join us, I could not object, understanding that unless the strangers had someone of experience to guide them, the chances were strongly against their arriving at the Columbia River.

There was in the company a girl of about Susan's age, whose name was Mary Parker, and from that time I had two companions as I rode in advance of the train.

I could have found no fault with these new members of our company, for they obeyed my orders without question from the oldest man to the youngest child.

Mary Parker was a companionable girl, and she and Susan often cheered me on the long way, for even when the rain was coming down in torrents, drenching them to the skin, they

Read the sentence from the text.

One could compare the scene to nothing more than to an ocean of dark water surrounding us on every side, pitching and tossing as if under the influence of a strong wind.

It was such a sight as I had seen more than once, but to my companions it was terrifying at the same time that it commanded their closest attention.

Which of these **most likely** describes why the author ended with these lines of text?

- ☐ Ⓐ The author wanted to share his fondest memory about traveling on the Oregon Trail.
- ☐ Ⓑ The author wanted to include a summary of the events that occurred on the Oregon Trail.
- ☐ Ⓒ The author wanted to inform the reader that there were many herds of animals on the Oregon Trail.
- ☐ Ⓓ The author wanted to describe a scene on the Oregon Trail that could be harsh for those experiencing it for the first time.

7

Last Saved: 3:03 PM | GUEST

Read the sentences from the text.

When we broke camp in the morning it seemed as if the entire land was covered with the animals. They were in such throngs that the sound of their hoofs was like the rumbling of distant thunder.

One could compare the scene to nothing more than to an ocean of dark water surrounding us on every side, pitching and tossing as if under the influence of a strong wind.

Which statement **best** describes what the underlined metaphor in the sentence adds to the meaning of the text?

- ☐ Ⓐ The reader can tell that the companions accepted the fact that there were many animals around them.
- ☐ Ⓑ The reader can tell that the companions were very concerned about all of the animals near them.
- ☐ Ⓒ The reader can tell that the companions were very much wondering where all the animals came from.
- ☐ Ⓓ The reader can tell that the companions were surprised to see so many herds of animals in the distance.

Master of Beautiful Music

by Ellen Seiden

The following text describes the music camp run by world famous violinist Itzhak Perlman and his wife, Toby.

From personal experience, Mr. Perlman advises students that in order to succeed in music, art, or anything outside of "normal" activities, "First of all, you have to love what you do. That's number one. And number two, you have to have some sort of discipline. I always felt I was more successful when I had a routine . . . routine is much easier. You spend a certain time of the day doing A and a certain time of the day doing B. In music, for example, no matter how much of a gift you have, practicing is very important, so if you're serious, you have to practice. Being programmed, in some ways, is very, very effective. And as long as you program in some free time, just to rest, then you're O.K. Whatever the extracurricular activities, dancing or sports or music, if you're programmed up to the gills, as a result—at least I found this in my case—you can lose enjoyment."

Young, musically talented students can put into practice what Mr. Perlman preaches when they attend the noteworthy, nurturing summer program founded in 1995 by his wife, Toby, also an accomplished violinist. At the Perlman Music Program in East Hampton, New York, led by a handpicked, caring faculty, tomorrow's professional musicians from the ages of eleven to eighteen play to their heart's content.

Special features make this two-week August sleep-away program different and unusual. As Mrs. Perlman, the artistic director, explained to me, "One of the unique aspects of our program is that we are small, only thirty-five students, and small means intimate. I always know what's going on with each child." She continued, "Second, the playing level is very high, but it's highly noncompetitive." Instead of auditioning for seats in the orchestra according to ability, as is tradition, "Our kids are seated in the section randomly. Often the smallest gets to sit in front," she said, laughing. Participants know there is no penalty for musical problems, and that Toby's motto, "If you don't do well, it doesn't mean it's your fault," rules.

"We care about the total child. We try to create a healthy, happy, normal environment during their stay. It doesn't mean they don't work really hard, but there's a lot of talking that goes on. They come to us and suddenly they're a part of a community, a family, and they find out that many of the feelings they have are shared by other kids. It's very nice."

The students, who come from all over the world, attend a weekly dinner at the Perlman's house, themed to discuss such issues as dealing with stage fright. All students must also sing in the chorus, where they harmonize and experience a different form of musical expression. Time for recreational sports and arts and crafts rounds out the program.

The children are at first awed by, and then come to accept, the active involvement of

Mrs. Perlman said, "At the end of the session, we have two concerts. One is an evening of orchestral and choral music, and then we have a chamber music marathon."

- ⑥ "Everybody who comes to visit gets it. They're there for a minute and a half and they want to stay forever."

11

GUEST

Summarize the author's message about the Perlman's dedication to the camp. Use evidence from the text to support your summary.

12

GUEST

What inference can be made about the author's opinion on the likelihood of students returning for multiple years? Support your answer with evidence from the text.

13

GUEST

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



A student is writing a narrative for a literary magazine about two friends on a hot day. Read the draft of the introduction and complete the task that follows.

A Hot Day

Joe lounged outside under a tree, the only area having a significant amount of shade. It was only 9:00 a.m., but the temperature had already passed the 80-degree mark and was rising rapidly. Weather forecasters on the news programs had predicted that the heat wave would continue through the next couple of days. They had even provided safety precautions to take during times of high temperatures. Listeners had been advised to exercise only in the early morning hours and in the late evening hours. They had also been instructed to drink a large quantity of water to stay hydrated. Joe was still debating what activity he wanted to do when his friend George arrived.

Write the dialogue that might have occurred when George walked up to Joe.

Math

Smarter Balanced Assessment



Parts

- Concepts and Procedures
- Problem Solving and Modeling
& Data Analysis
- Communicating Reasoning

Question Types:

- Multiple choice questions
- Short answer responses
- Performance Task

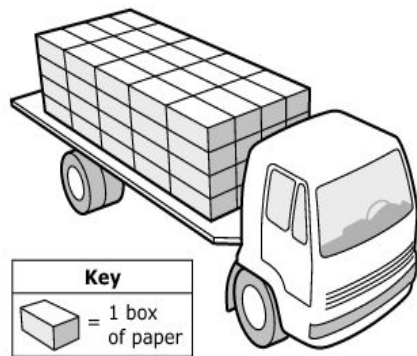
6



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

What is the **greatest** number of tickets Connor can buy?

The bed of a truck is stacked with boxes of paper. The boxes are stacked 5 boxes deep by 4 boxes high by 4 boxes across, as shown in the picture.



- When the driver is in the **empty** truck, the mass is 2948.35 kilograms.
- The mass of 1 box of paper is 22.5 kilograms.
- The driver delivers some of the boxes of paper at his first stop.
- The truck has to drive over a bridge on the way to the next stop.
- Trucks with a mass greater than 4700 kilograms are **not** allowed to drive over the bridge.

Enter the **minimum** number of boxes of paper the driver must deliver at the first stop to be allowed to drive over the bridge.

Tracy had a total of \$200 to spend while shopping. She has already spent \$134 on clothes. She wants to buy some video games that are on sale for \$20 each, including tax.

Enter the maximum number of video games Tracy can buy with the remaining money.



1

2

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6

7

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9

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-

Figure A is a scale image of Figure B, as shown.

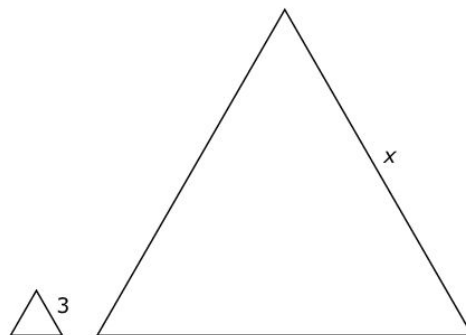


Figure A

Figure B

The scale that maps Figure A onto Figure B is $1:7\frac{1}{4}$.
Enter the value of x .

Select the expression equivalent to $(4x + 3) + (-2x + 4)$.

- Ⓐ $-2x + 12$
- Ⓑ $-8x + 12$
- Ⓒ $6x + 7$
- Ⓓ $2x + 7$

Alfonso went to Famous Sam's Appliance Store and purchased a refrigerator and a stove. The sale price of the refrigerator was 40% off the original price and the sale price of the stove was 20% off the original price.

Which statement must be true to conclude that Alfonso received a 30% overall discount on the refrigerator and the stove together?

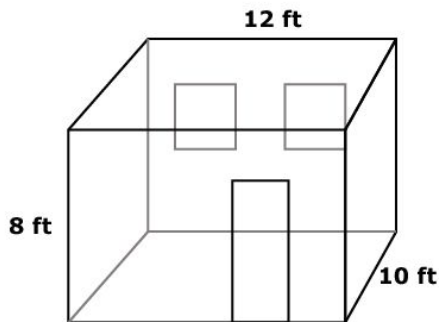
- Ⓐ The sale prices of the refrigerator and the stove were the same.
- Ⓑ The original prices of the refrigerator and the stove were the same.
- Ⓒ The sale price of the refrigerator was twice the sale price of the stove.
- Ⓓ The original price of the refrigerator was twice the original price of the stove.

LET'S PAINT A ROOM

Your friend Sam wants to paint her room. She wants to paint the ceiling white and the four walls purple.

You are helping Sam determine the cost and the amount of time needed to paint her room.

The room is shaped like a rectangular prism with a height of 8 feet, length of 12 feet, and width of 10 feet as shown.



Additional information about Sam's room:

- The door has an area of 22 square feet.
- The room has 2 square windows.
- Each window opening is 2 feet by 2 feet.

1

GUEST

What is the area, in square feet, of the ceiling?

2

GUEST

Sam needs to figure out how much purple paint to buy. Calculate for her the total area, in square feet, of the four **walls**. She will **not** paint the door or windows.

3

GUEST

Part way through painting her room, Sam runs out of paint.

- She estimates that there are about 125 square feet left to paint.
- The purple paint that Sam is using is **only** available in 1-quart cans. (Assume she must buy whole cans of paint.)
- Each can of paint covers 40 square feet.

How many cans of paint does Sam **need** to buy to finish painting her room? Explain to Sam why she needs this many cans of paint.

4

GUEST

You would also like your room painted. Your room has 300 square feet of wall space to paint. Sam says it took her 10 minutes to paint 25 square feet.

At this rate, if Sam painted your room, how many **hours** would it take?

5

GUEST

Sam and you are going to paint your room together.

Sam takes 10 minutes to paint 25 square feet. It takes you 5 minutes to paint 25 square feet.

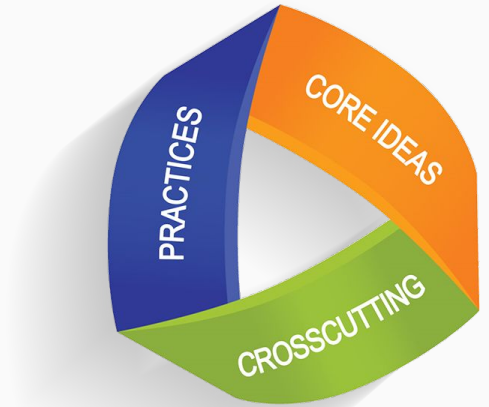
Sam says, "If we paint together, then it will take 15 minutes for us to cover 50 square feet."

Give an explanation to convince Sam that she is **incorrect**.

What is the NGSS?

Next Generation Science Standards 3 Dimensions

- Science and Engineering Practices
- Disciplinary Core Ideas
- Crosscutting Concepts



NGSS Test Content and Format

- Grades 5,8,11
- 6 item clusters
 - Stimulus (phenomenon)
 - Series of questions
- 12 stand-alone items
- Additional items for field-test purposes
(19-23 total questions)

Sample Item Cluster

Questions: 1 Science Sample Items (0 out of 2) QUEST (SSID: QUEST) QUEST SESSION

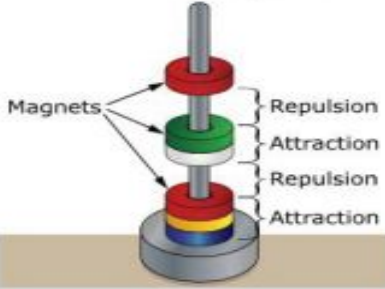
Back Next Save Pause End Test

Calculator Notes Zoom Out Zoom In

Two magnets are placed right next to each other. They seem to pull together. A third magnet is then placed right next to the first two magnets. This magnet seems to push away from the first two.

The ability of magnets to attract and repel each other is shown in the Attraction and Repulsion between Magnets picture. In this picture, some of the magnets are floating due to their ability to repel other magnets.

Attraction and Repulsion between Magnets



Part A

Select a testable, scientific question that can be answered by performing an experiment with the setup shown in the Hanging Magnets Experiment picture.

- ☐ A How does the distance between the magnets affect the force?
- ☒ B How does the orientation of the magnets affect the force?
- ☐ C Will the force between the magnets always exist?

Part B

Use the table to select the properties you want to hold constant and the properties you want to change when you run your experiment to answer the question you chose in part A.

Select a box to identify whether each property should be held constant or changed in your experiment.

	Constant	Change
Magnet orientation	<input type="checkbox"/>	<input type="checkbox"/>
Magnet type	<input type="checkbox"/>	<input type="checkbox"/>
Magnet size	<input type="checkbox"/>	<input type="checkbox"/>

NGSS Assessment Preparation for Students

- Curricular Units aligned with NGSS
- Students practice the NGSS assessment format and structure using:
 - NGSS Interim Assessment Blocks
 - NGSS Sample Test Items
 - NGSS aligned curriculum assessments

IEP and 504 Accommodations

SBAC and NGSS

- Universal Tools
- Designated Supports
- Accommodations



Universal Tools: Available to ALL students

Embedded

- Breaks
- Calculator
- Digital Notepad
- [English Dictionary](#)
- English Glossary
- English Thesaurus
- Expanded Passages
- Global Notes
- Highlighter
- [Keyboard Navigation](#)
- Mark for Review
- Math Tools
- Spell Check
- Strikethrough
- Writing Tools
- Zoom

Non-Embedded

- Breaks
- English Dictionary
- Scratch Paper
- Thesaurus

Embedded

- Color Contrast
- Masking
- Text-to-Speech
- [*Translations-Math \(Glossary\)](#)
- [*Translations-Math \(Stacked\)](#)
- Turn off any universal accessibility tool

Non-Embedded

- [*Bilingual Dictionary](#)
- Color Contrast
- Color Overlay
- Magnification
- Noise Buffering
- [~Read Aloud](#)
- [*Read Aloud Spanish](#)
- Separate Setting
- [*Translation-Math \(Glossary\)](#)
- [*Translation Test Directions](#)

* EL-ONLY

Designated Supports: Available to ANY student with a need determined by educators

Accommodations: Available to students with an IEP or 504 Plan

Embedded

- [American Sign Language](#) (Video)
- [Braille](#)
- Closed Captioning
- Streamline
- Text-to-Speech (ELA-reading Passages) grades 6-11

Non-Embedded

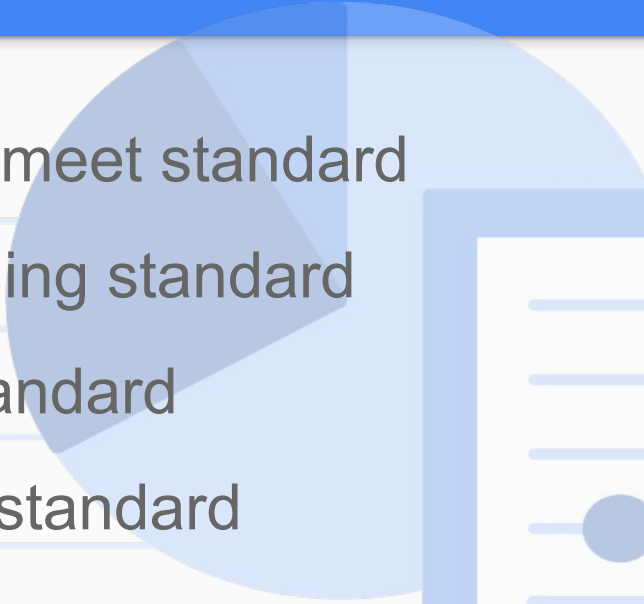
- Abacus
- Alternate Response Options
- Calculator- grades 6-11
- [Multiplication Table-grades 4-11](#)
- [# Print on Demand](#)
- [~ # Read Aloud- \(ELA-reading Passages\) grades 3-11](#)
- [~ # Scribe](#)
- Speech-to-Text

[~ Requires Trained Educator](#)

[# Requires Petition for Approval of Special Documented Accommodations](#)

Results SBAC

- Level 1 does not meet standard
- Level 2 approaching standard
- Level 3 meets standard
- Level 4 exceeds standard



Jonathan's ELA/Literacy Score for 2019

2590
Level 4
Exceeds

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

Areas of Knowledge and Skill

Performance

Reading



Above
Standard

Listening



Approaching
Standard

Writing and Research/Inquiry



Above
Standard

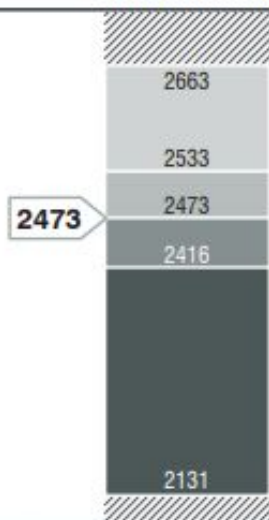
Lexile®

Measure
1090L

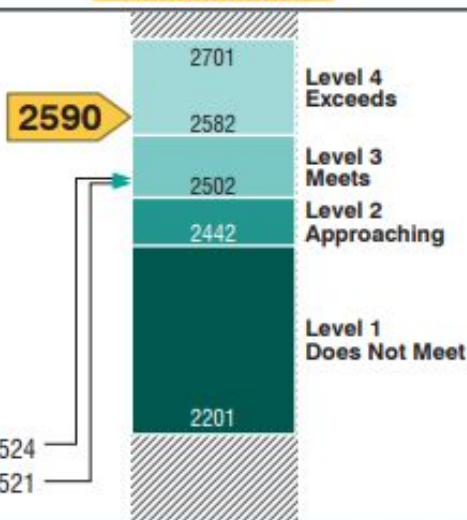
Range
990L–1140L

Use the Lexile® information at <http://fab.lexile.com> to find books and materials that match your child's reading ability and interests.

4th-Grade Score



5th-Grade Score



School Avg: 2524
District Avg: 2521




This area is outside the score range for that grade.

A student's test scores can vary if tests are taken several times. If Jonathan were tested again on ELA/literacy, the new scale score would probably fall between 2580 and 2600.

Jonathan's Mathematics Score for 2019

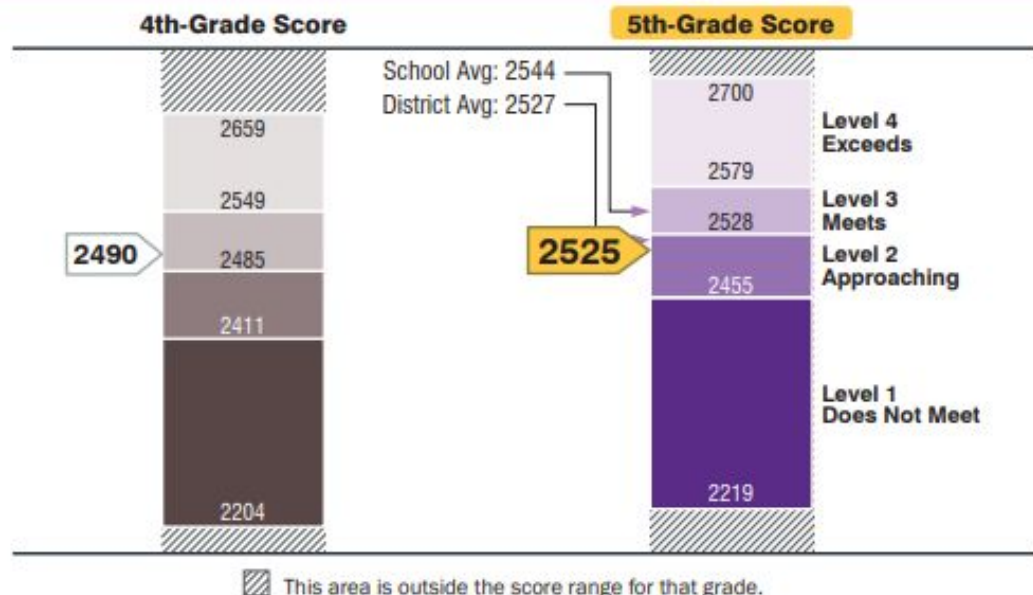
2525
Level 2
Approaching

Jonathan has **nearly met the achievement standard** for mathematics expected for this grade. Students performing at this standard **require further development toward mastery** of mathematics knowledge and skills. Students performing at this standard will likely need support to get on track for success in the next grade.

Areas of Knowledge and Skill	Performance
Concepts and Procedures	 Below Standard
Problem Solving and Modeling & Data Analysis	 Approaching Standard
Communicating Reasoning	 Approaching Standard

	Measure	Range
Quantile*	845Q	795Q–895Q

Use the Quantile® information at <http://www.quantiles.com> to find math activities that match your child's math ability and goals.



A student's test scores can vary if tests are taken several times. If Jonathan were tested again on mathematics, the new scale score would probably fall between 2513 and 2537.

Science Results

Jennifer's Total Scale Score = 580

(Scale Score Range 576–599)

Overall scores from the NGSS assessment are reported in scale-score units with a range of 500–599. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or 4 range is a challenging yet reasonable expectation for Connecticut students.

Jennifer scored at **Level 4** on the NGSS assessment.

Science				✓
	Level 1 Does Not Meet (500–525)	Level 2 Approaching (526–550)	Level 3 Meets (551–575)	Level 4 Exceeds (576–599)




Level 4: Exceeds the Achievement Standard

Jennifer has exceeded the achievement standard for science expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of science knowledge and skills. Students performing at this level are on track for likely success in the next grade.

A student's test score can vary if tests are taken several times. If Jennifer were tested again in science, the new scale score would probably fall between 565 and 595.

Areas of Knowledge and Skills

The results below show how Jennifer performed when using science and engineering practices to demonstrate understanding of the core ideas and concepts in life sciences, physical sciences, and Earth/space sciences. A description of what students are expected to know and be able to do is included.

Practices and Concepts in Life Sciences	Practices and Concepts in Physical Sciences	Practices and Concepts in Earth/Space Sciences
 Approaching Standard	 Below Standard	 Above Standard
<p>In life sciences, student performance includes:</p> <ul style="list-style-type: none"> Using evidence to argue that organisms have structures and processes to help them survive, grow and reproduce. Developing models to describe life cycles and the movement of matter in ecosystems. Using patterns to explain that traits are inherited, affect survival, and can be influenced by the environment. Analyzing and interpreting fossil data to describe organisms and environments over time. Evaluating solutions to problems caused by environmental changes. 	<p>In physical sciences, student performance includes:</p> <ul style="list-style-type: none"> Using the results of investigations to identify and describe changes in matter. Using patterns in data to investigate magnets and changes in the motion of objects caused by forces. Investigating various ways that energy can be transferred. Developing models to show that waves cause objects to move and be seen. Designing devices that maximize energy conversion, use magnets, or transfer information. 	<p>In Earth/space sciences, student performance includes:</p> <ul style="list-style-type: none"> Using data from patterns in shadows, daylight, stars, and fossils to explain Earth's movement in space and history. Investigating and modeling interactions among Earth's systems that cause weather, climate, landforms, and other geological events. Using evidence to describe interactions between human activities and Earth processes. Evaluating design solutions to reduce the impact of natural hazards and processes on humans.

Assessment Schedule

Assessment:	Date:
SBA (Grades 3-5)	5/3-5/20
SBA (Grades 6-8)	4/26-5/4
NGSS (Grade 5) Testing Over 2 Days	5/17-5/18
NGSS (Grade 8)	5/5

Questions

