

# The SMARTER Balanced Pilot Tests

Lessons from our Schools & Kids

Michigan Educational Research Association

Tuesday, November 26, 2013

# • The SBAC Pilot Tests

Spring 2013

## • Aspects of the Pilot Test

- All states in the consortia participated
- Two Different Pilots originally scheduled:
  1. Scientific Sample
    - Schools chosen for representativeness
    - This data used for calibrating items
  2. Volunteer Sample
    - Open to any school that wanted to participate
    - Data not used
    - Replaced by Practice Test
- Neither test was adaptive or used AI scoring of CR Items

653,124 students participated in the pilot test consortium wide.

### Operating Systems Used:

Windows – 81.3%  
OSX (Mac) – 14.7%  
iOS – 1.9%  
Chrome – 0.9%

# •Two Different Research Questions

Investigated by two different researchers

## MACOMB INTERMEDIATE SCHOOL DIST.

What issues, if any, will be encountered by schools due to the technology requirements of the SBAC pilot tests?

- The observations focused on the technological and administrative systems more than the student response to the tests
- Items were not of interest other than if they posed challenges due to the format

## OAKLAND SCHOOLS

What are student reactions, perceptions and instructional recommendations after taking SBAC pilot tests?

- Focus groups of students who had recently completed the SBAC pilot test in their school were brought together.
- Overall thoughts on the format, digital literacy, overall testing experience were shared.

# •Two Different Research Questions

Investigated by two different researchers

## MACOMB INTERMEDIATE SCHOOL DIST.

- Ten testing sessions were observed in six schools within five districts in Macomb County
  - 1 HS Math Test
  - 5 Grade 3 ELA Tests
  - 2 Grade 4 Math Tests
  - 1 Grade 5 Math Test
  - 1 Grade 5 ELA Test
- Comments from proctors of 4 other testing sessions were also reviewed and included
  - (2 grade 5 ELA, 1 grade 7 ELA, 1 grade 8 ELA)

## OAKLAND SCHOOLS

- Testing session were observed and post-pilot conversations were facilitated with over 500 students throughout Oakland County included:
  - 7 high schools groups
  - 6 middle school groups
  - 9 elementary groups
- Anecdotal educator perceptions were also captured

# • Findings from the MISD Observations

## Eleven Recommendations Related to the Testing Process

- 1: Rostering students for testing should be a collaborative endeavor.
  - Two people are needed: One who knows your SIS and one who knows your students
  - SBAC Tech Support needs to improve from the pilot



# • Findings from the MISD Observations

## Eleven Recommendations Related to the Testing Process

- 2: Provide Logins and passwords to students on individual cards just prior to the beginning of testing
  - Eliminates forgotten credentials
  - Can be collected for redistribution if there will be multiple testing sessions
  - Include in a testing packet distributed upon check in.



# • Findings from the MISD Observations

## Eleven Recommendations Related to the Testing Process

- 3: Know your computer labs and network. Reduce transient loads if needed.
  - The SBAC testing infrastructure proved to be stable
  - Not all local networks proved to be stable or to have adequate bandwidth
  - Launching the SBAC secure browser prior to student entry proved useful in some cases.



# • Findings from the MISD Observations

## Eleven Recommendations Related to the Testing Process

- 4: Give students as much practice with SBAC items and test tools as is appropriate and practical
  - SBAC has a practice test that is available to anyone
  - SBAC will be field testing in Spring of 2014. Participate!
  - Did I mention there would be a field test in Spring 2014?





# • Findings from the MISD Observations

## Eleven Recommendations Related to the Testing Process

- 5: Break the testing sessions into manageable chunks. Have clear plans for students who finish early.
  - An hour seemed about the limit for ES students
  - Typically it took a class 10 minutes to enter the testing center, get situated, and log in.
  - Reading material was a good option when leaving upon completion wasn't an option.



# • Findings from the MISD Observations

## Eleven Recommendations Related to the Testing Process

- 6: Have as many school personnel in the testing center to help students as practical
  - In these observations, the more adults in the room, the smoother the testing
  - Probably correlational rather than causal, however.



# • Findings from the MISD Observations

## Eleven Recommendations Related to the Testing Process

- 7: Have students verify the headphones work and are adjusted prior to launching the secure browser
  - Once the test was started, the computers controls were locked out
  - Made it difficult to determine if headphones were broken



# • Findings from the MISD Observations

Eleven Recommendations Related to the Testing Process

- 8: If you plan to test using iPads, practice using iPads
  - Some students had difficulty with the format of the test on the iPads
  - The screen was too small to comfortably navigate the multiple panes used in the test



# • Findings from the MISD Observations

## Eleven Recommendations Related to the Testing Process

- 9: Have school personnel continue to familiarize themselves with SBAC item formats and content
  - An understanding of SBAC will help them provide classroom activities that will support test taking
  - Item formats, content, and cognitive load are all important



# • Findings from the MISD Observations

Eleven Recommendations Related to the Testing Process

- 10: SMARTER Balanced should continue to refine the test delivery software so that it is more user-friendly and intuitive
  - See the tip about headphones!
  - See the tip about Ipads!



# • Findings from the MISD Observations

## Eleven Recommendations Related to the Testing Process

- 11: School personnel should help students understand the nature of a balanced assessment system and the role SBAC plays in that system
  - This context will help students persevere while taking the SBAC tests...and other tests too!



# Findings from Oakland Schools

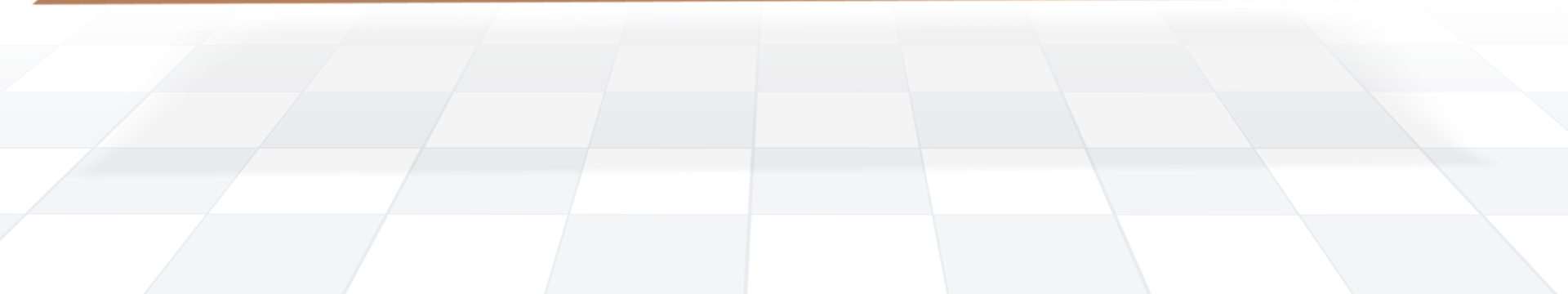
## Six Suggestions





# Academic Digital Literacy Skills

Entertainment vs. Academic



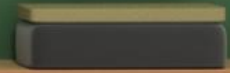


**An addition prompt**

## Partner Conversation...

**What types of academic digital literacy skills are needed to complete these items on the SBAC assessment?**

# Student Voices: Post-Pilot Debriefs



# Student Dialogue

“What would your friends and students in other classes need to know in order to be successful with this online test.”

“The bubble in the straw is VERY important”

- Ethan, grade 3

If the blinky line isn't in the box  
where you want your words to go,  
you can press the letters all you want.....  
words won't appear.

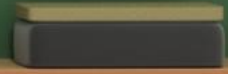
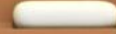
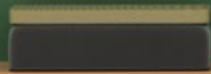
- Brittney, grade 3

# Academic digital literacy

- scroll bars,
- cursers,
- highlighting,
- dragging and dropping text,
- reordering text,
- drawing lines / undoing lines,
- placing points
- adding arrows
- using a strike-out feature
- enacting a radio button
- clicking and unclicking responses,
- negotiating an online calculator
- creating equations
- creating angles
- shading
- flagging items,
- creating graphs
  - Pictographs
  - Line graphs
  - Bar graphs
  - Box and whisker
- using zoom
- arrows to maximize a screen
- delete / insert
- keyboarding



# Directions



Partner Conversation....

**What types of directions / tasks  
might students need practice with prior  
to taking a SBAC assessment?**

“I thought it was confusing that the computer let you to click on more than one answer. You had to be careful to unclick when you changed your mind or you could put in two or three answers to one question.”

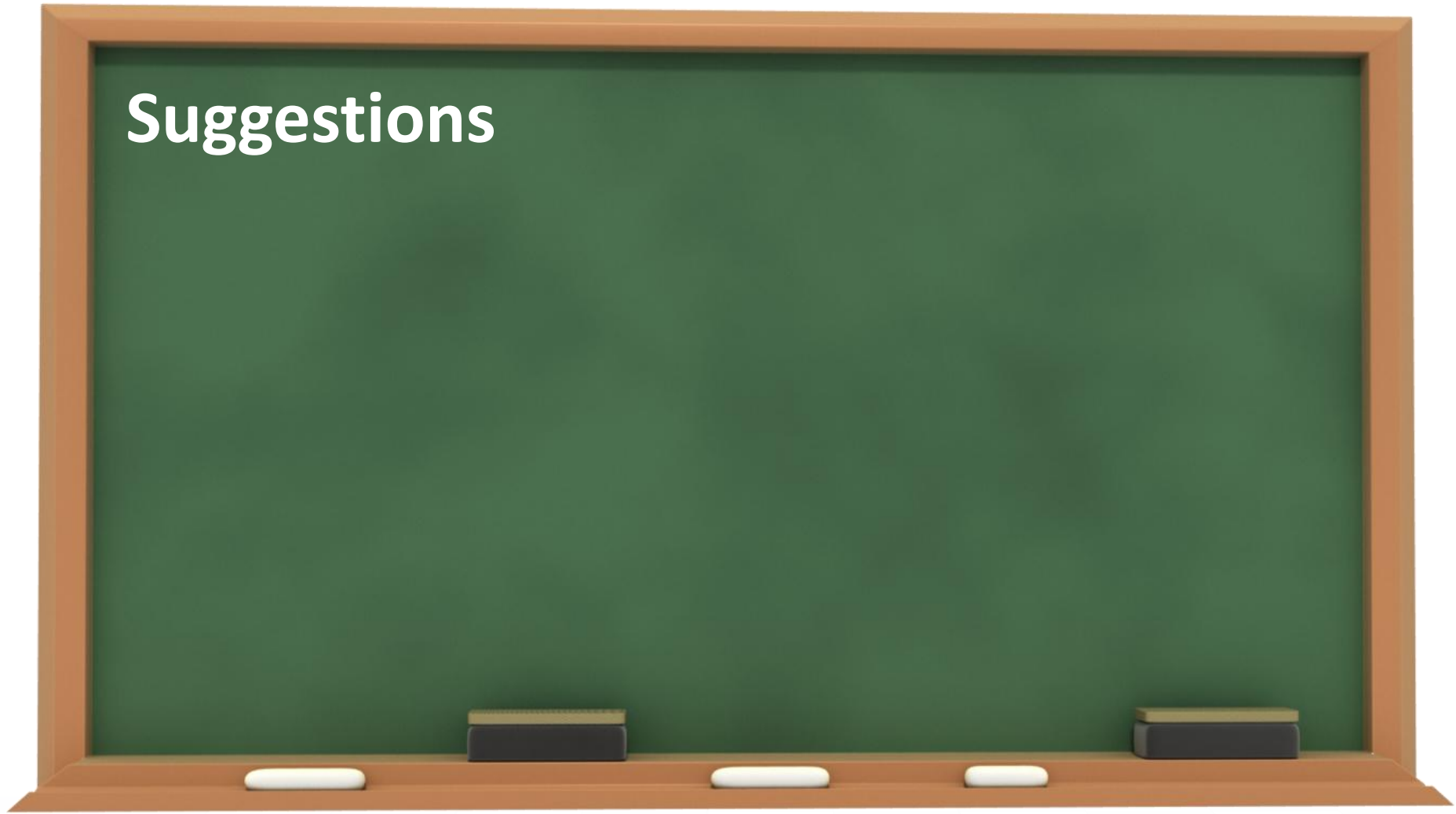
- Ben, 11<sup>th</sup> grader

“Whatever happened to ‘when in doubt pick C?’”

# Directions / Prompts

- Which
- Select all
- Choose all
- Explain
- Justify
- Drag
- Use the connect line tool
- Use the arrow tool
- Use the point tool
- Use the equation tool
- Use the line tool to match
- Write an equation
- Click to show
- Explain your answer
- Explain why
- Create a bar graph
- Write one way
- Arrange the events
- Type your answer
- Write a numerical expression
- Create an expression
- Click in the true or false column
- Match to all that apply

# Suggestions



# Suggestions

## 1 – Participating in a Practice Test



[http://sbac.portal.airast.org/Practice\\_Test/default.html](http://sbac.portal.airast.org/Practice_Test/default.html)



# • Professional Development

- Exploring assessment items and performance tasks
- Capture the shifts – changing role of teacher and student within the presence of this new content
- Describe how your work (each teacher) supports student success
- Plan your first step in moving student learning closer to the expectations in the Common Core State Standards

# Suggestions

**1 – Participating in a Practice Test**

**2 – Framing the Environment (have extra help)**

# Suggestions

1 – Participating in a Practice Test

2 – Framing the Environment

3 – Incorporate Academic Digital Skills into Instruction

# Suggestions

**1 – Participating in a Practice Test**

**2 – Framing the Environment**

**3 – Incorporate Academic Digital Skills into Instruction**

**4 – KEYBOARDING**

# Suggestions

- 1 – Participating in a Practice Test
- 2 – Framing the Environment
- 3 – Incorporate Academic Digital Skills into Instruction
- 4 – KEYBOARDING
- 5 – Reading the Directions – Variety of tasks

# Suggestions

- 1 – Participating in a Practice Test
- 2 – Framing the Environment
- 3 – Incorporate Academic Digital Skills into Instruction
- 4 – KEYBOARDING
- 5 – Reading the Directions – Variety of tasks
- 6 – Developing Perseverance

# Connect - Extend - Challenge

- Think individually - How do these assessments connect to the work you are already doing?
- Think individually - What will you need to extend, deepen or shift instructionally to support student success?
- Think individually - What do you see as your challenge in getting ready for the 2014-15 assessment?

Thank you!

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