North Dakota’s New Generation of Student Assessments

We’re Preparing for a New Future

- The future’s need? People who are:
  - Adaptable
  - Can apply knowledge to unpredictable situations and undiscovered challenges
  - Can find information, assess its value and use it to solve problems creatively

We’ve Built Up To This Moment

- Our learning standards have been remodeled
- Teachers have been learning new practices
- Now the annual test will measure our progress and set a new baseline of results

The test is like your child's regular check-up with a pediatrician

- Consistent check on a student's academic progress
- Allows teachers and parents to measure academic growth year to year

- Provides information that teachers and parents can use to improve a student's performance

Tests provide information

- It shows us where we need to improve teaching
- It helps us target instructional support to prevent students from veering off track
- The annual test is just ***one measure***, along with classroom projects and teacher assessments

Are tests too time-consuming?

- Less than 1% of the school year is spent on state or federally required assessments
- There is no focus on test preparation for knowledge or content, because the test measures the skills and knowledge we teach all year
- There’s no time limit – students have the time they need to show what they know and can do

Assesses Desired Skills

- Perseverance in Solving Problems
- Application of Knowledge
- Listening
- Reading Complex Texts
- Research

Results: Last Year vs. This Year

- It's like apples and oranges -- <u>you can't compare</u>
- The state track meet's qualifying height for the high jump is 5 feet 1 inch. Raising the height sets a new expectation – it is not a criticism of the student

Overall Scores – 4 Levels

English and Mathematics

- Exceeded the Standard
- Met the Standard
- Nearly Met the Standard
- Has Not Met the Standard

Additional Scores – Drills Deeper For Information On Student Needs -- 8 Topics

Above Standard

Above Standard

At/Near Standard

At/Near Standard

Below Standard

Below Standard

English

1. Reading
2. Writing
3. Speaking & Listening
4. Research/Inquiry

Mathematics

1. Concepts & Procedures
2. Problem Solving
3. Communicating Reasoning
4. Modeling & Data Analysis

Claims/Areas
Achievement Descriptions

Above Standard means: Good progress above grade-level expectations for this area

At or Near Standard means: Adequate progress toward grade-level expectations for this area

Below Standard means: Little progress toward grade-level expectations for this area

A Framework for Interpretation

It’s a beginning – This year’s score is your baseline.

It’s a transition – Results may show fewer students have the high-level skills right now, but they may be jumping higher than ever before and we are on the right path to higher expectations.

It’s the information we need – To help prepare students for their next grade, and eventually for their success in college and careers.

Key Messages

1. The new North Dakota State Assessment is a high-quality, next-generation assessment.
2. The assessment was created by teachers – including North Dakota teachers.
3. The Smarter Balanced Assessment Consortium is governed and led by its members.

Key Messages, Cont.

4. Students live in a world filled with technology. Unlike the bubble tests of the past, the new assessment is administered online.
5. The North Dakota State Assessment uses advanced technology to customize the test for each student.

ELA/Literacy Key Skills for Reading

Reading

Below Standard for this Area

Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.

In reading, students should be able to:

Understand the purpose of every word.

Understand and find evidence to support the author's point of view.

Read grade-level fiction, drama, or poetry.

Read grade-level articles and essays from science, social studies, technical careers, and the arts.

Students Below Standard have difficulty doing these things and need extra support.

ELA/Literacy
Key Skills for Writing

Writing

Below Standard for this Area

Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences.

In Writing students should be able to:

Write narration, information/explanations, opinions/arguments (based on grade).

Write in clear and concise language with grade-level conventions.

Use effective organization and elaboration.

Use evidence to support claims from credible sources.

Write to a specific audience from a real-world scenario.

ELA/Literacy
Key Skills for Speaking and Listening

Speaking and Listening

At/Near Standard for this Area

Student may be able to employ effective speaking and listening skills for a range of purposes and audiences.

In Speaking and Listening students should be able to:

- Understand the central idea and key details.
- Summarize what is heard.
- Ask and answer questions about the information.
- Evaluate the evidence.

Students At or Near Standard are making adequate progress, but they need support with extended learning and difficult tasks.

ELA/Literacy
Key Skills for Research/Inquiry

Research/ Inquiry

At/Near Standard for this Area

Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

In Research/Inquiry students should be able to:

- Complete a short research project with 3–5 digital and print sources.
- Answer questions to analyze the credibility and accuracy of the information.
- Integrate evidence from sources to support the central idea without using plagiarism.

Mathematics
Key Skills for Concepts and Procedures

Concepts & Procedures

Below Standard

Your child's performance is below the standard for this area of Mathematics.

Student has difficulty explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency.

For Concepts and Procedures students should be able to:

Recognize a pattern or structure.

See expressions as objects.

Notice if calculations are repeated.

Explain why procedures work the way they do.

Pay attention to details and check the reasonableness of their results.

Meet grade level expectations for automatic computation.

Mathematics
Key Skills for Problem Solving; Modeling and Data Analysis

Problem Solving; Modeling and Data Analysis

At/Near Standard for this Area

Student may be able to solve a range of complex wellposed 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.

In Problem Solving, Modeling and Data Analysis students should be able to:

- Solve problems in pure and applied mathematics.
- Recognize a common pathway or develop a new strategy for an uncommon problem.
- Use background information and data from a real-world problem to design a solution and build a mathematical model to show relationships between the variables.
- Check similar problems and compare results.
- Change the strategy if necessary.

Mathematics
Key Skills for Communicating Reasoning

Communicating Reasoning

At/Near Standard for this Area

Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

In Communicating Reasoning, students are able to:

- Provide a justification, explanation, or counter-example for a proposed solution.
- Be precise in their deductions.
- Present a logical sequence of conclusions.
- Identify gaps or flaws in an argument.