

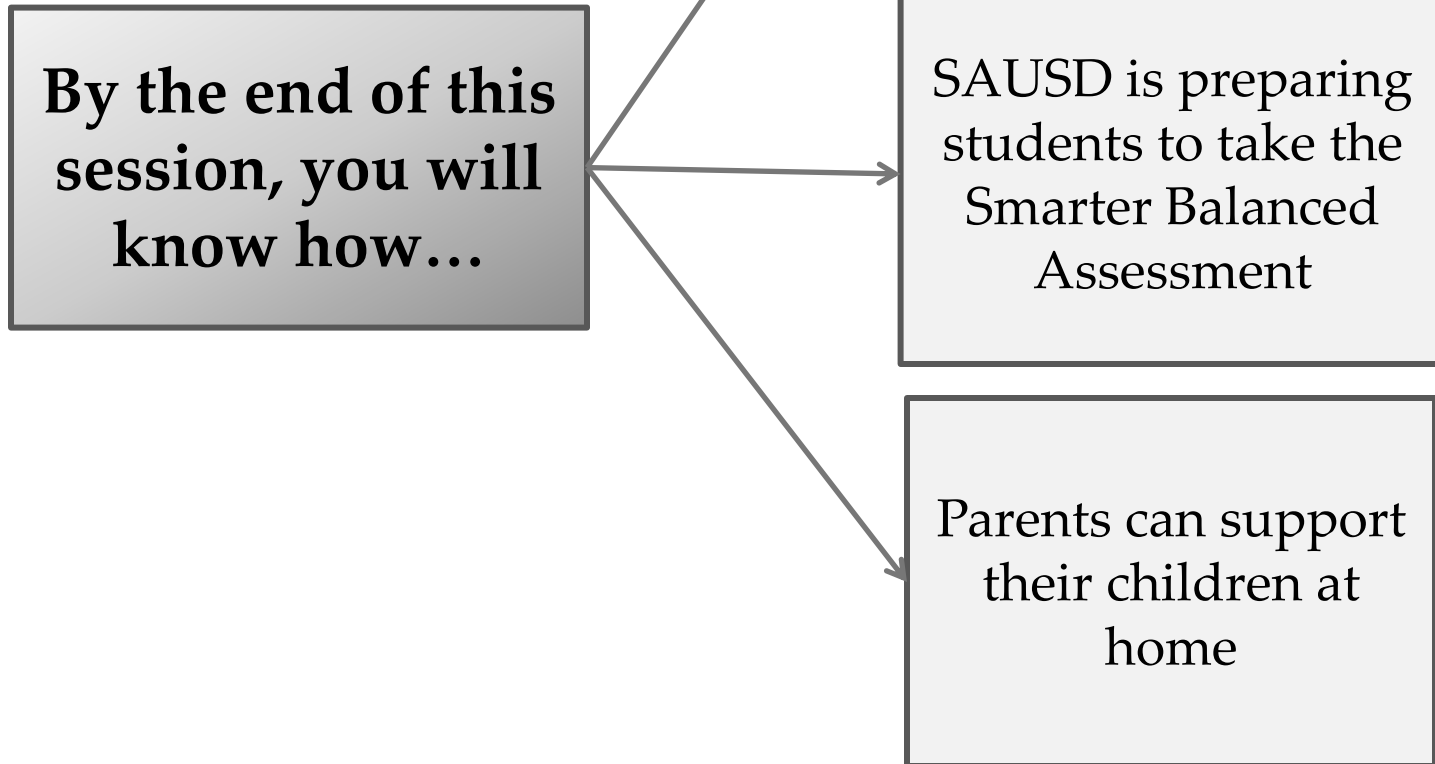
COMMON CORE STANDARDS PARENT WORKSHOP SERIES



SMARTER BALANCED ASSESSMENT CONSORTIUM
(SBAC)

NOVEMBER 13, 2013

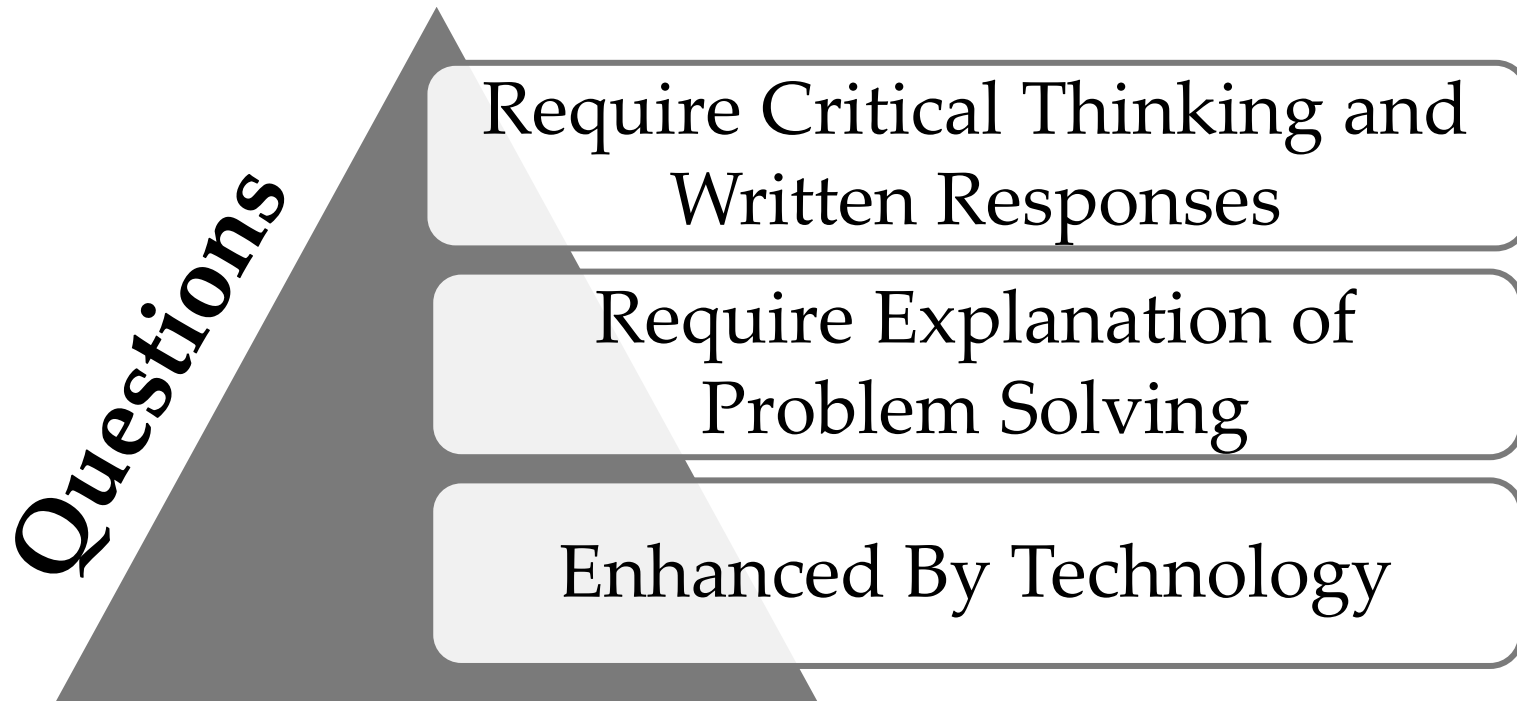
SESSION OBJECTIVES



HOW IS THE NEW ASSESSMENT DIFFERENT?

STAR	vs	SBAC
Paper and pencil		Computer adaptive
Multiple choice question types		Broader range of question types
Narrow depth of thinking required		Emphasizes critical thinking, reasoning, and problem-solving
No re-test		Students may retake the test once
Took months for test scores to be returned		Quick turnaround of results
Grounded in antiquated standards “mile wide and an inch deep”		Grounded in how learning progresses across grades and how college and career readiness emerge over time

EXAM COMPONENTS



CST VS. SBAC

CST Math Question

25 sq. units X ? = 875 square units

- a. 32 square units
- b. 25 square units
- c. 30 square units
- d. 35 square units

CST VS. SBAC

Smarter Balanced Math Question

2



Each square in the grid represents 25 square units.

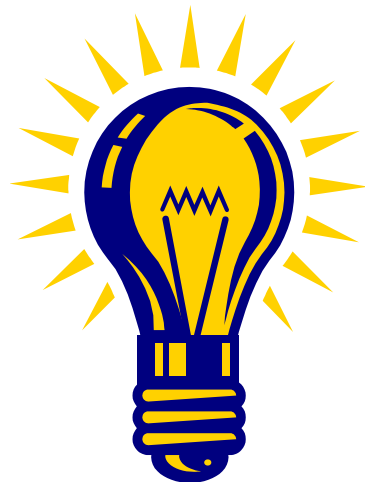
Use the Connect Line tool to draw a rectangle that has an area of 875 square units.

Delete Add Point Connect Line

Key
□ represents 25 square units

STOP & THINK

- **What differences do you see in the way the question is asked?**
- **What skills are needed for students to successfully answer each of these questions? Discuss at your table.**



CST VS. SBAC

CST ELA Question

Read the following sentence from the text.

“Project Shelter wants *artificial* shells for the hermit crabs.”

What is the best definition for the word *artificial*?

- a. real
- b. man-made
- c. fake
- d. authentic

CST VS. SBAC

Smarter Balanced ELA Question

12



The text states that the group, Project Shellter, wants “artificial shells” for the hermit crabs. Read the paragraph and the directions that follow.

Most people like diamonds. These sparkling stones are beautiful to look at. But diamonds are rare in nature, and so they are expensive. On the other hand, there are plenty of man-made diamonds to go around. They look like the real thing, but they cost less. No one will know your gem is fake—and you can pretend that it’s real!

Click on **two** words in the paragraph that mean the same as artificial.

STOP & THINK

- **What differences do you see in the way the question is asked?**
- **What skills are needed for students to successfully answer each of these questions? Discuss at your table.**



SMARTER BALANCED MATH PERFORMANCE TASK

Multi-Step, Multi-Task Problem

Analysis of text

Use of technology

Real-World Application

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 vegetables will be a rectangle that is 30 feet long and 30 feet wide.

The class has decided to plant four different sections of the class garden 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.

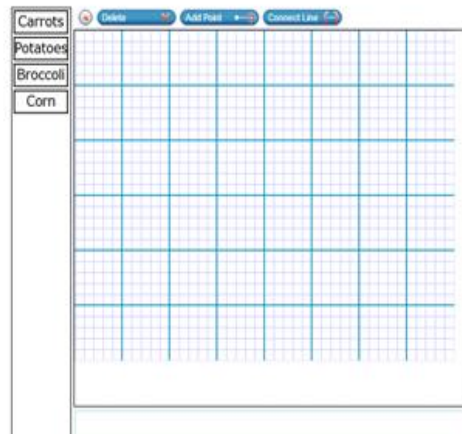
In this task, you will analyze the plan and determine an alternate plan that uses the most use of the available space.

Community Garden

1

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

- 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.



Community Garden

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.

SMARTER BALANCED ELA PERFORMANCE TASK

Directions for beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After examining the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have viewed and read, which should help you write your opinion article.

You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

Smarter Balanced ELA Performance Task

Source #1

Listen to this presentation about monkeys being trained to help people with disabilities.



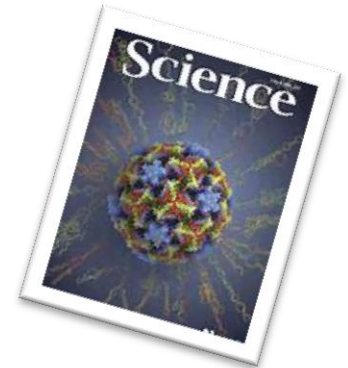
Analysis of multi-media

SMARTER BALANCED ELA PERFORMANCE TASK

Students read and analyze several texts

Source #2

Here is an article about service animals from *Click Magazine's* November/December 2002 issue.



Source #3

This article about a new law about service animals is based on information in the following source:
http://www.ada.gov/service_animals_2010.htm.



Students gather evidence to write an opinion paper

1



Why might people choose to use service monkeys instead of other service animals? Provide specific reasons from at least two sources in your answer. Be sure to name each source.

Type your answer in the space provided.

Let's Practice!



5th Grade Math Smarter Balanced Sample Item

Mrs. Phelps bought 4 boxes of crayons at the store to share with her students. Each box contained a total of 64 crayons.

Part A

What is the total number of crayons Mrs. Phelps bought at the store? Explain your answer using diagrams, pictures, mathematical expressions and/or words.

Part B

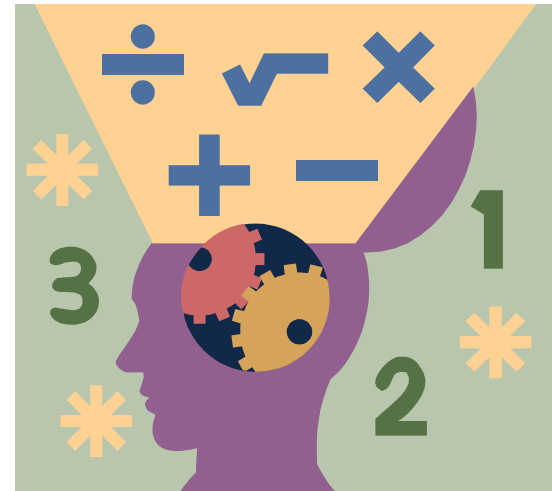
Mrs. Phelps wants to give each of her students an equal number of the crayons she bought. There are 32 students in Mrs. Phelps' class. How many crayons should each student get?

_____ crayons

Part C

How many **more** boxes of crayons does Mrs. Phelps need if she wants each of her students to get 12 crayons? Explain your answer using diagrams, pictures, mathematical expressions and/or words.

- Solve the problems
- Be prepared to explain your thinking



Classroom
Shifts

Complex Text

Answering
with Evidence

Collaborative
Conversations

**How is
SAUSD
supporting
students?**

Increasing
Technology

Units of Study

SBAC Aligned
Benchmarks

Common Core
Shifts



How can you help at home?

- Talk with your child everyday
- Ask complex questions that require more than a yes and no answer
- Ask your child to explain themselves using examples and reasons



Talk with your child every day!

Questions to ask your child to encourage discussion

After school



How was your day?

Can you tell me more about that.....?

When your child is explaining something that happened that day you may want to ask them "Why do you think that?"



Questions to ask when there's a problem

Can you be more specific about that?

Do you agree or disagree with.....why?

It sounds like you think that.....

Let me see if I heard you right....

During Homework



Can you explain what you have to do here?

Tell me how you got that answer?

Where's your evidence?



After watching a TV program or movie

What do you think about.....? Can you explain your thinking?

What do you think is going to happen next? Why do you think that?

How did you figure that out? What was your evidence?

What did you think the message of this movie was?

Are these characters believable?

After an event (trip, sporting event, party)



Tell me about what you did there?

I'd love to hear more about that?

What was the best part of.....?

Talk with your child every day!



Hable con su hijo todos los días!



IMPLEMENTATION PLAN

Pilot Test

Winter/Spring 2013

Preliminary Test

Spring 2014

Full Implementation

2014-2015

PARENT TRAINING SERIES

Session 3

Math

February 26, 2014

