

## Smarter Balanced Assessment Team

For more information or to be added to the newsletter distribution list, please contact:

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### From the Test Director: Notes from the Smarter Balanced Spring Meeting

Last week, Linda Moreno and I spent three days in Chicago meeting with our counterparts from the other Smarter Balanced states. Here are a few items from the agenda that may interest you:

- We are eagerly anticipating release of the first **Smarter Balanced Technical Report** that is being prepared for the Consortium by the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA. The “Tech Report” will be jammed packed with test data and research results selected to demonstrate the reliability and validity of the Smarter Assessments. When the report becomes available, we will alert you in this newsletter and post the report on the Vermont Assessment Portal.
- Now that the consortium has successfully delivered the assessment to its member states, the consortium has started to reallocate some of their resources for improving the **Instructional Utility** of the assessment system. Several thousand new test items have been added to the Interim Assessment, and efforts are continuing to link Interim Assessment scores to key resources in the Digital Library. An **Item Mapping** project is also underway. Among other things, the item maps will catalog the skills that students generally have (or don’t have) at each grade level for all four achievement levels in each content area.
- Additional **Performance Tasks** (PTs) are currently under development for all grades in both English Language Arts and Mathematics. The big news is that the new PTs will no longer include **Classroom Activities**. Instead, key concepts and vocabulary will be embedded within the tasks. This will reduce the length of the tests while maintaining the supports for diverse student populations.
- Smarter Balanced is working with CRESST to design and implement a series of **predictive validity studies** that will help support the assessment’s Career and College Readiness claims by following up on students once they enter college or the workforce to see if the test scores they got in 11<sup>th</sup> grade actually match up with their post-secondary outcomes.

Feel free to e-mail me if you would like additional information about any of these topics.

*Michael Hock, State Assessment Director*

Questions?

Please contact:

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From the Director's in-box



**From our In-box:**

To: Michael Hock  
 From: A District Administrator  
 Re: Student Transfers 102

*We have a student who just arrived today. We are not sure (at this time) if the student is out-of-state or in-state. We also do not know if the student has completed any testing at his/her previous school. Do we still test him/her? What if they already took a state test in their old school?*

Hello D.A.,

The answer depends on the student's specific circumstances:

- If the student moved in from another VT school, but hasn't been tested, the student should be tested.
- If the student moved in from another VT school and took part of the test in the old school, the student should take the part of the test that has not been completed. Test record and scores will transfer to the new school when the student id is entered in TIDE.
- If the student moved in from another VT school and completed the test there, the student does NOT need to be tested.
- If the student moved in from another state, the student should be tested.
- If the student moved in from another state that gave the Smarter Balanced or other state assessment and completed part of the test, the student should take the part of the test that was not completed. If it's not possible to determine what parts of the test the student finished, you can use your discretion on whether or not to test the student. If you decide not to test the student, then you will need to note this on the participation verification letter in August.
- If the student moved in from another state and completed Smarter Balanced *or any other state test* there, the student does not need to be tested.

Note: In several of these cases you will need to rely on what the student tells you. Please make every effort to contact the old school to confirm.

**Are students allowed to use straight edges/rulers (or protractors)? I see nothing about this in the Admin booklet.** This is not a problem, as long as the student is only using it to construct something on the graph paper. They should not try to put a ruler up against the computer screen to measure something because the test and the ruler would not have been calibrated. Any measuring in a test item should be done with the on-screen tools.

**Testing Progress: Completion Tally: Friday 4/22/2106**

2016 SBAC Assessment Tally – Vermont: Week 6					
Total # of Students Registered:	Completed the CAT Summative Assessments		Completed the Performance Tasks		Total # of Tests Completed to Date:
44,996					<b>68,876 (38.3%)</b>
Grade / #	ELA	Math	ELA	Math	All
11: 8,891	4,273	4,382	4,029	4,346	17,030
8: 6,035	2,864	2,192	2,758	2,182	9,996
7: 5,943	2,753	2,043	2,679	2,075	9,550
6: 6,038	2,391	1,822	2,312	1,809	8,334
5: 5,990	2,002	1,781	1,957	1,763	7,503
4: 5,928	2,595	2,146	2,547	2,037	9,325
3: 6,171	2,135	1,512	2,023	1,468	7,138

