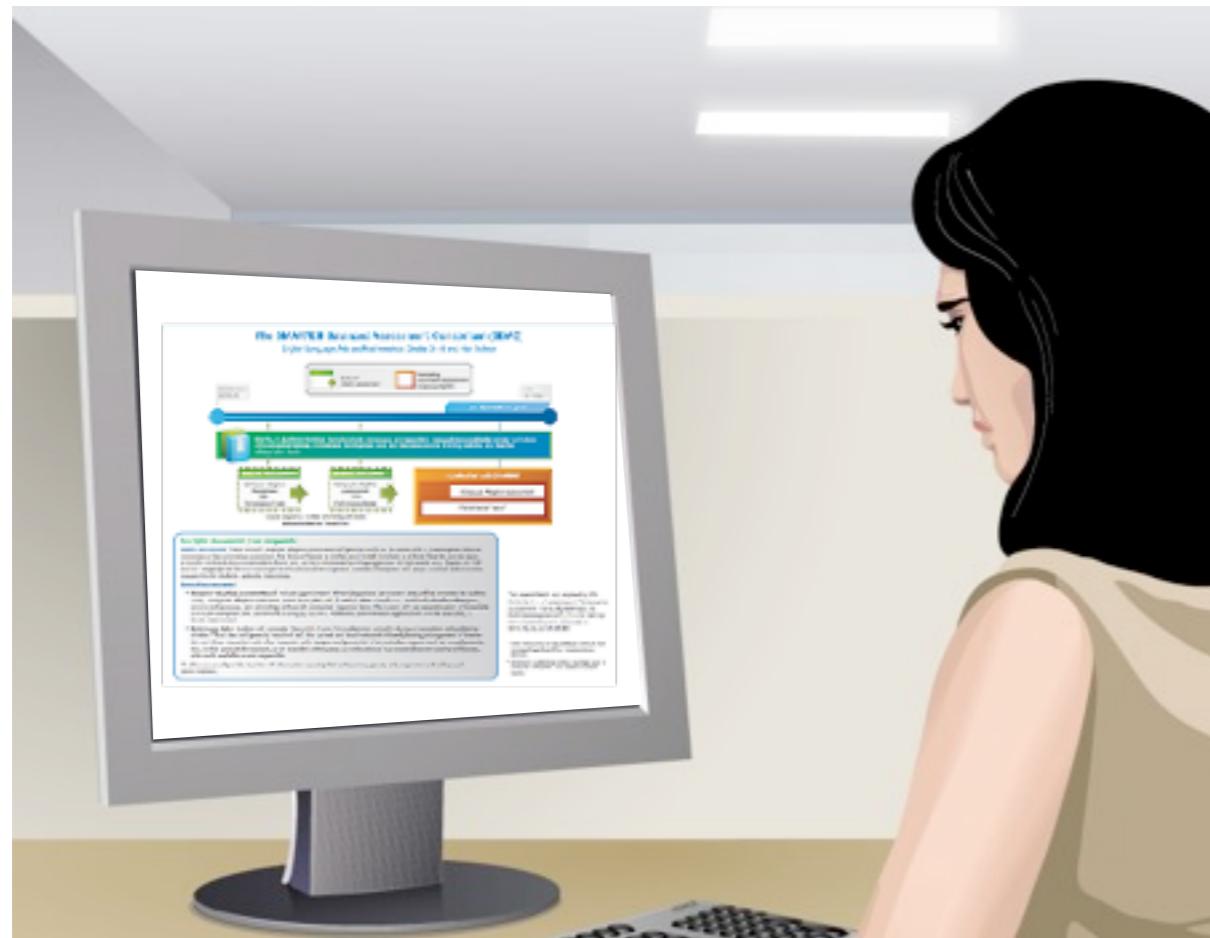


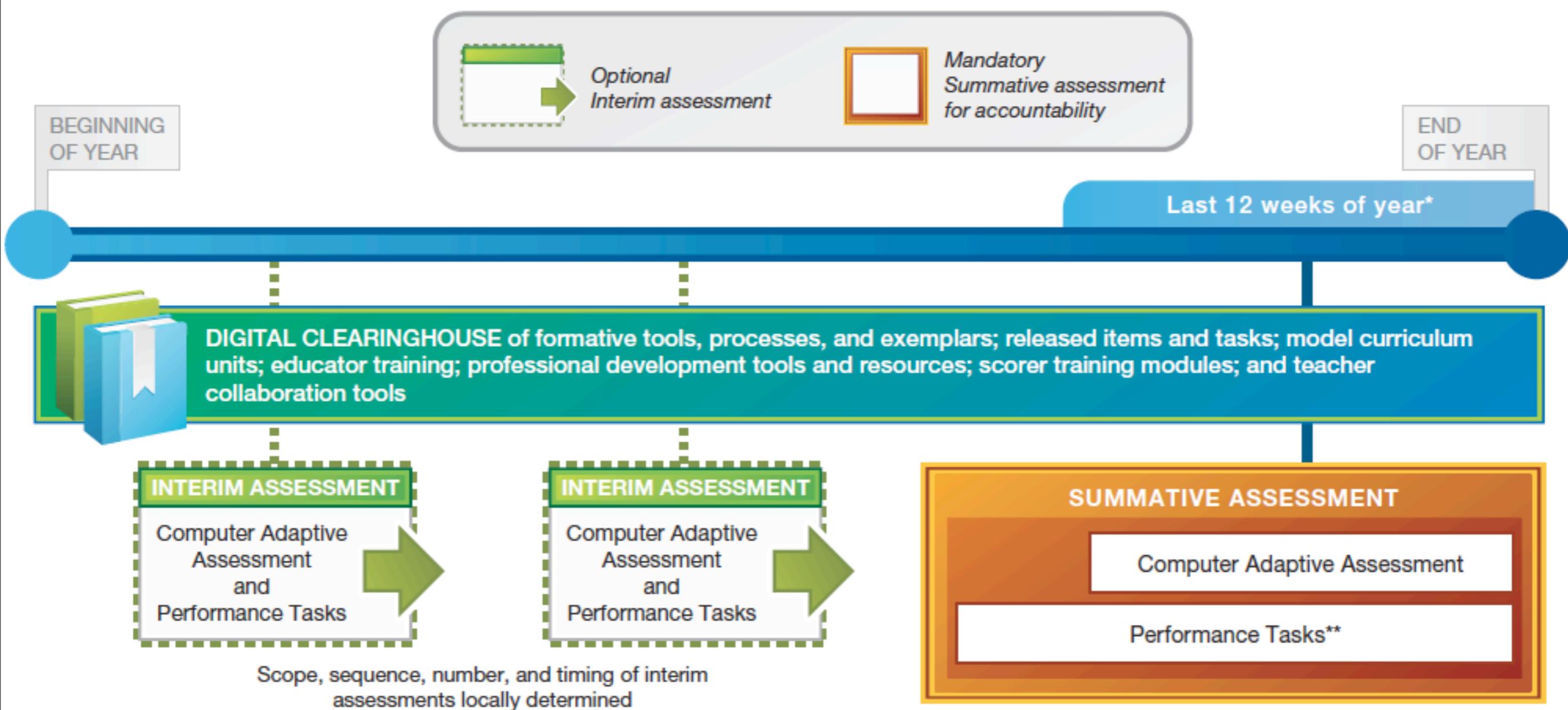
Gr 3 SBAC teacher

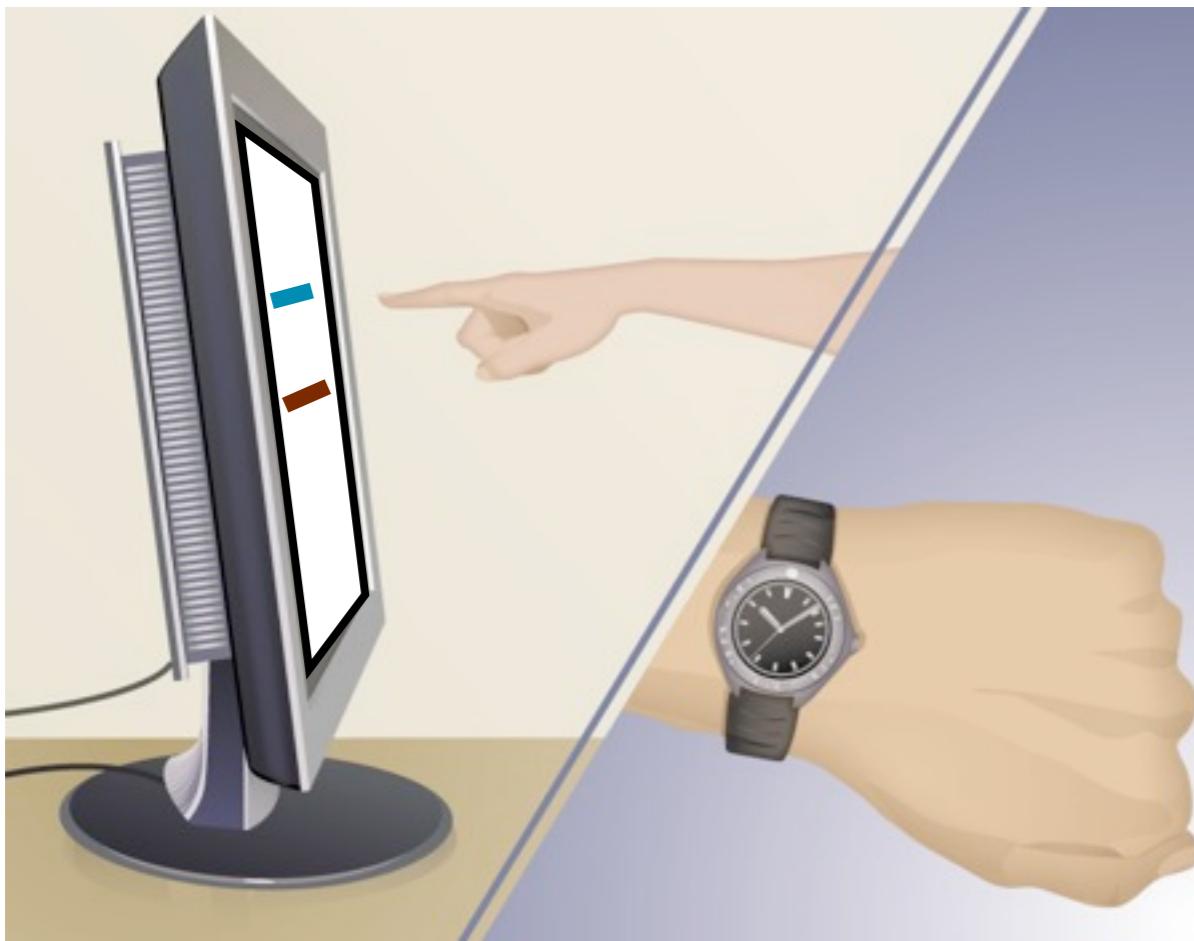


**“How on track am I
for the next district
assessment?”**

The SMARTER Balanced Assessment Consortium (SBAC)

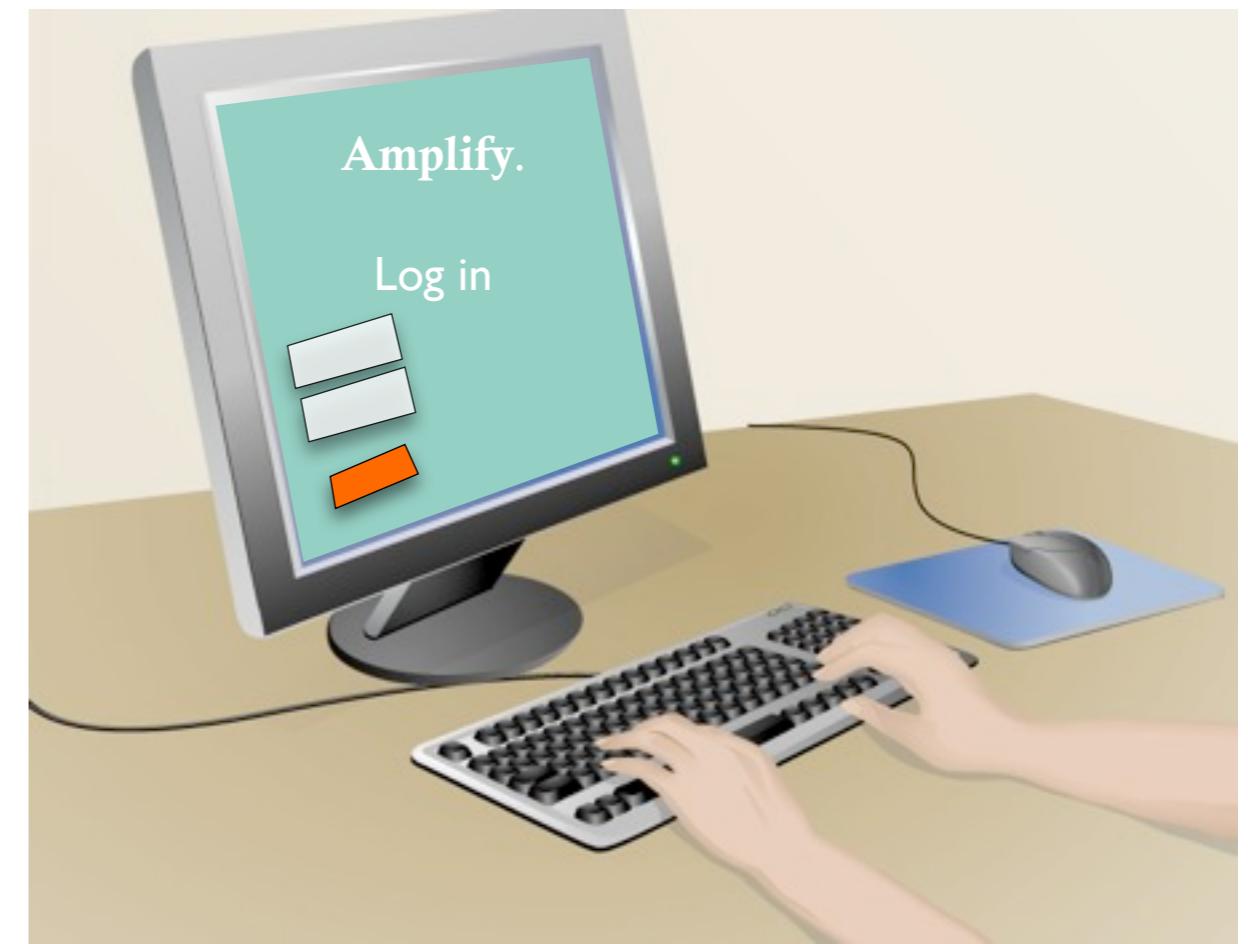
English Language Arts and Mathematics: Grades 3 – 8 and High School





**“There’s a district
Performance Task in
two weeks!”**

**“I need to prepare my
students.”**





“Looking...



“Here’s one that covers many standards regarding writing about information.”

ELA Grade 3 - SBAC Claims & Targets

Claim 1: Reading

Literary

T1 RL-1

T2 RL-2

T3 RL-4, L-4, L-5c

T4 RL-3, RL-6, RL-9

T5 RL-3, RL-6

T6 RL-5, RL-7

T7 L-5, RL-4

Informational

T8 RI-1, RI-7

T9 RI-2

T10 RI-4, L-4

T11 RI-3, RL-6, RI-7, RI-8, RI-9

T12 RI-3, RI-6

T13 RI-5, RI-7

T14 L-5, L-5a, L-5b

Claim 2: Writing

Narrative

T1a W-3[a-d]

T1b W-3[a-d]

T2 W-3[a-d], W-4,
W-5, W-8

General writing skill

T8 L-3a, L-6

T9 L-1, L-2, L-3b

T10 W-6

Informational

T3a W-2[a-d]

T3b W-2[a-d]

T4 W-2[a-d], W-3b,
W-4, W-5, W-8

T5 W-2a

Opinion

T6a W-1[a-d], W-8

T6b W-1[a-d], W-8

T7 W-1[a-d], W-3-b,
W-4, W-5, W-8

Claim 3: Speaking & Listening

T1 L-1, L-3a, L-3b, L-6, SL-6

T2 SL-6

T3 SL-1, SL-2, SL-4, SL-5, SL-6, W-8

T4 SL-2, SL-3

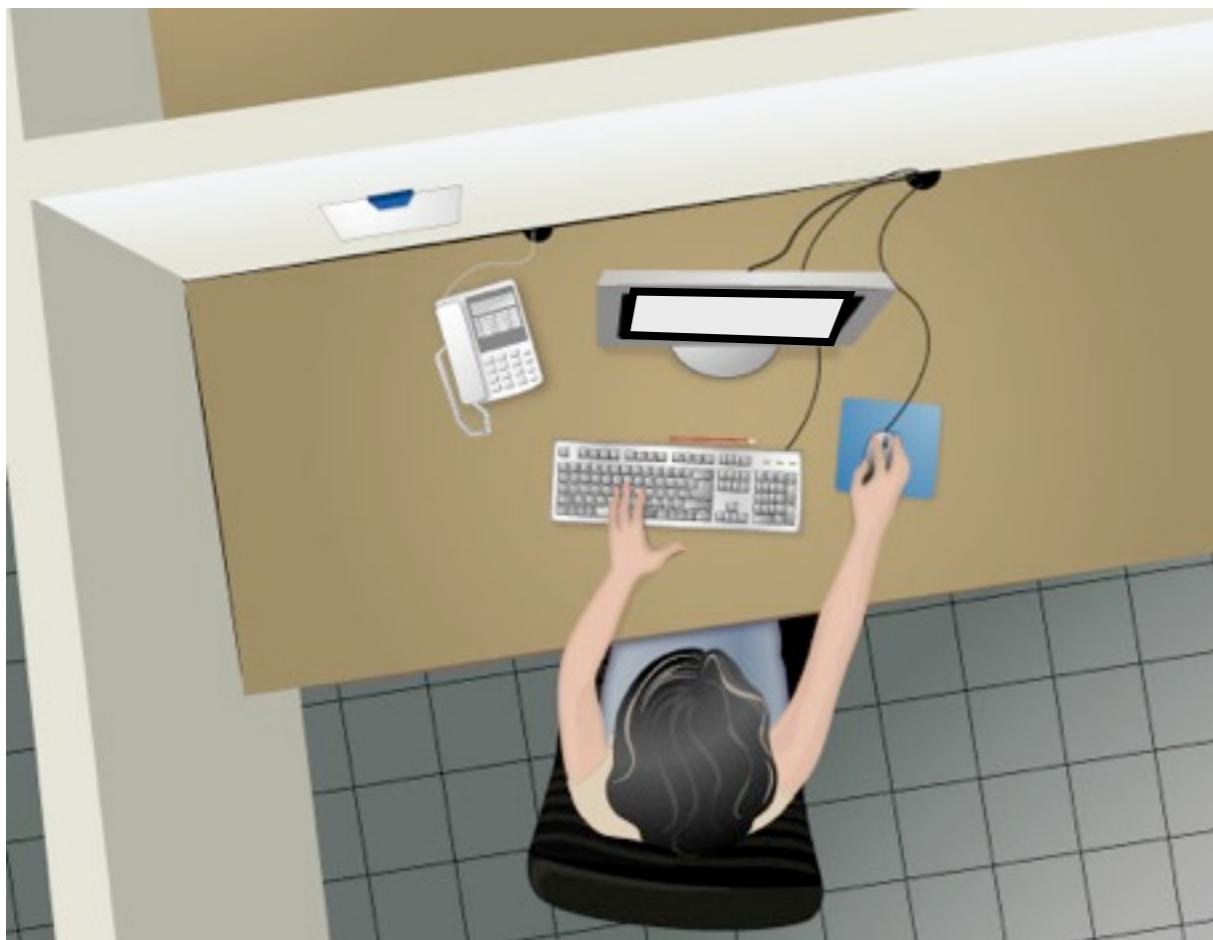
Claim 4: Research & Inquiry

T1 SL-1, SL-2, SL-4, W-6, W-7

T2 RI-1, RI-7, RI-9, W-8

T3 RI-7, RI-9, W-8

T4 RI-1, RI-6, RI-7, RI-9, W-1b, W-8



“Now print...”

“It takes a week. I'll shorten to 2 days.



Teaching with a Performance Task: Day I



“Good morning, students.

“Today you will
read two articles.”



Teaching with a Performance Task Day I cont.



“Your short answers will be scored.

“I’ll tell you when you have 5 minutes left.”

“Fill out these graphs and answer these 3 questions.”



Teaching with a Performance Task: Day 2



“Work alone. You have the whole class period.

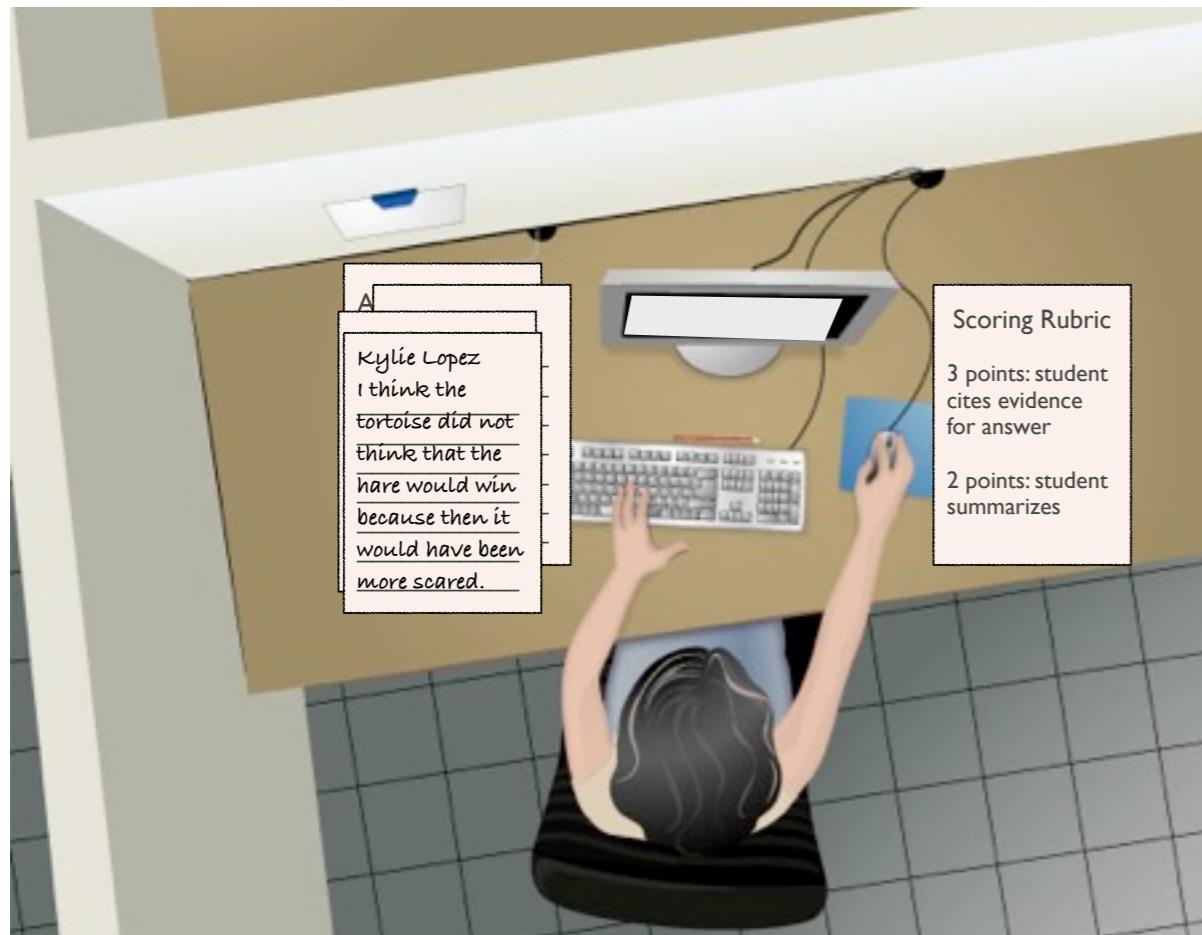
“I’ll tell you when you have 5 minutes left.”

“Welcome to Day 2!

“Use your notes from yesterday to write an essay on the topic I’ve written on the blackboard.”

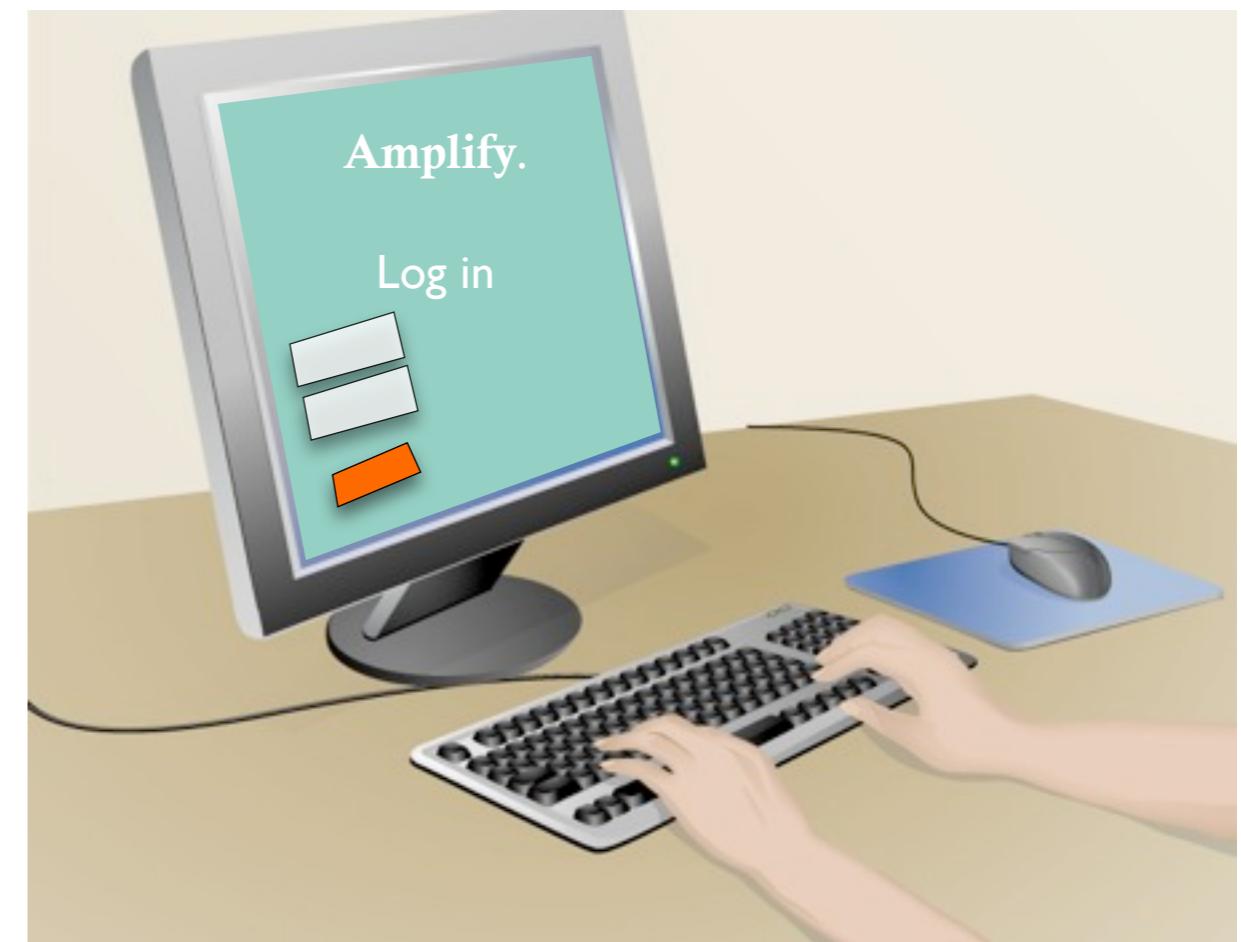


Day 2 - After school



“Now I’ll enter scores using the rubric provided.”

“The performance task is completed.”



Day 2 - After school



“I see some students struggled with providing evidence.”

“I’ll plan the rest of the week around focussed instruction.”



Gr. 3 non-Consortia teacher



**“I’ll post-assess,
following my ISTEP+
blueprint.”**

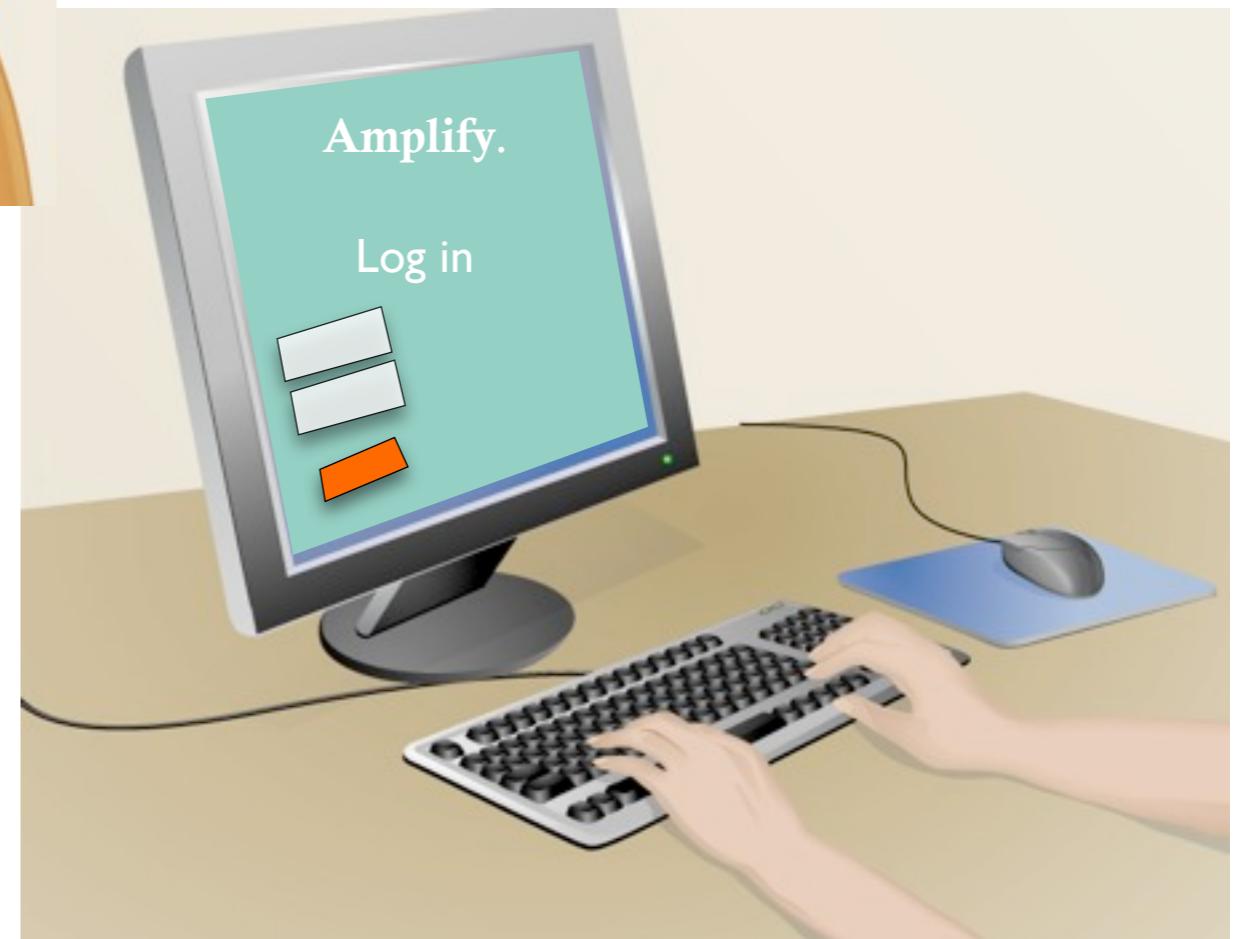
**“I just taught a 4-week
bundle on writing!”**

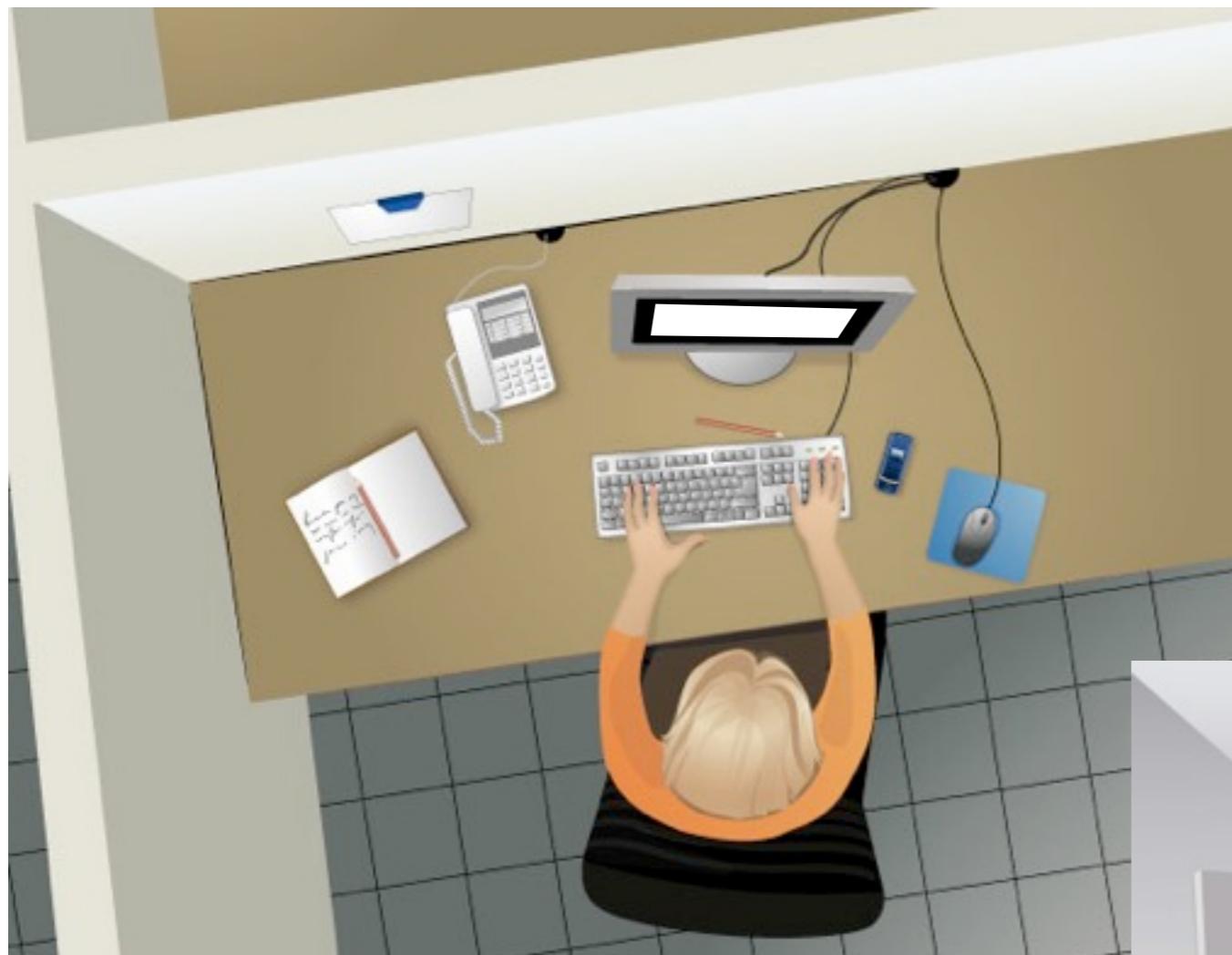
| Standard Assessed | Description | Percent Range* |
|--|---|----------------|
| 1 – READING: Word Recognition, Fluency, and Vocabulary Development | Questions may include identifying prefixes, suffixes, synonyms, antonyms, multiple-meaning words, and common sight words, and using context clues to determine the meaning of unknown words in a text. | 11-21% |
| 2 – READING: Comprehension and Analysis of Nonfiction and Informational Text | Questions may include comparing and responding to grade-level informational text by focusing on features of text; making connections and/or predictions while reading; and identifying important information within text (e.g., problem and solution, fact and opinion, cause and effect, main idea). | 17-27% |
| 3 – READING: Comprehension and Analysis of Literary Text | Questions may include comparing and responding to grade-level literary text by recalling and/or describing story elements (e.g., plot, character traits and development, problem and solution), and identifying the theme and narrator of different literary genres. | 17-27% |
| 4 – WRITING: Process and Features | Questions may include identifying clearly-written sentences and focused, well-organized paragraphs, and reviewing and revising writing to ensure clarity, meaning, and the progression of ideas. | 5-15% |
| 5 – WRITING: Applications | Questions may include writing narrative, descriptive, and persuasive compositions (e.g., stories) that are organized, focused, well-developed and supported; writing with voice and a sense of audience; and using varied word choices. | 10-20% |
| 6 – WRITING: English Language Conventions | Questions may include using and/or identifying grade-level appropriate Standard English conventions (e.g., complete sentences, correct parts of speech, subject-verb agreement, punctuation, capitalization, and spelling). | 10-20% |



“My Instructional Coach recommends Beacon Performance Tasks.”

“Let me find one.”

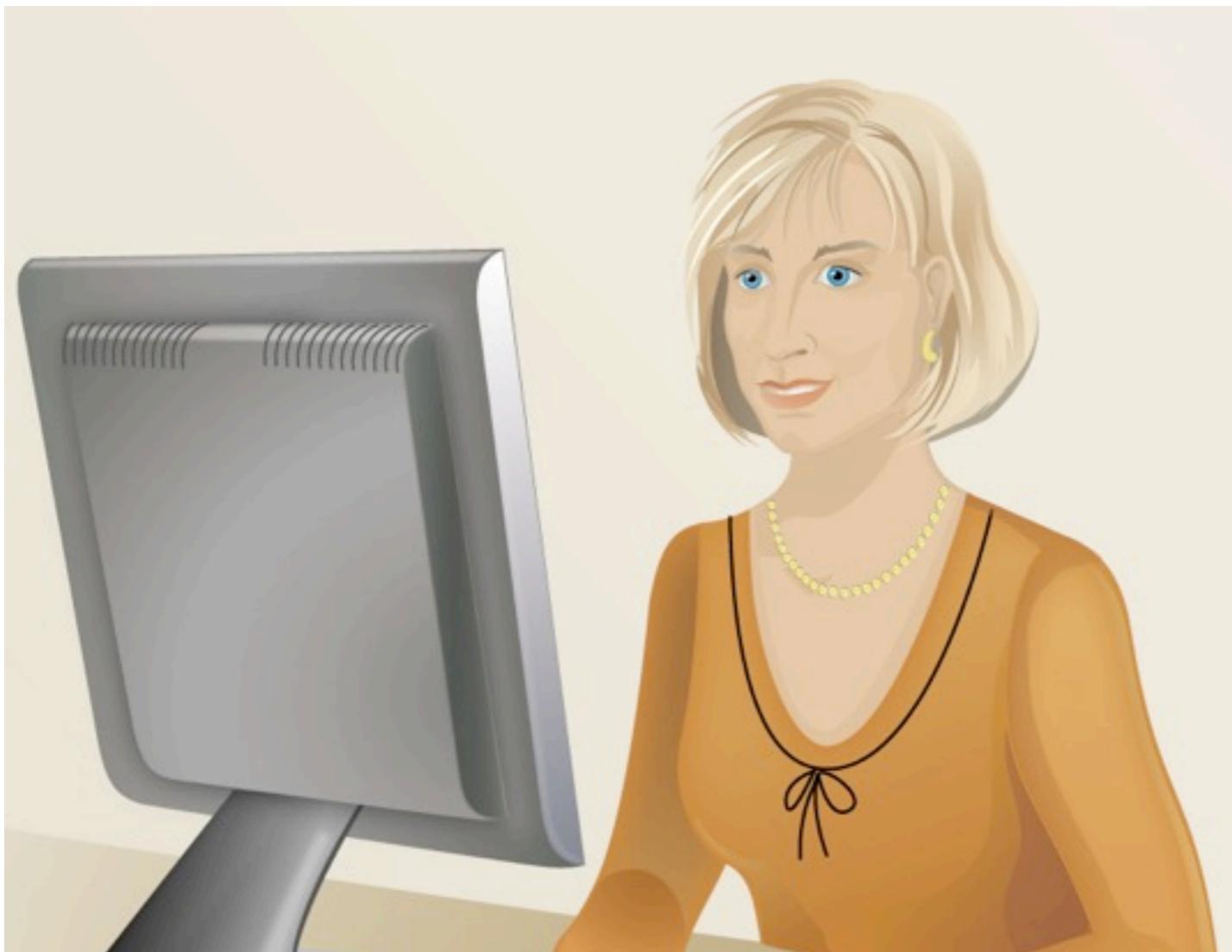




“Searching on ‘Writing’ and ‘Extended Response’.”

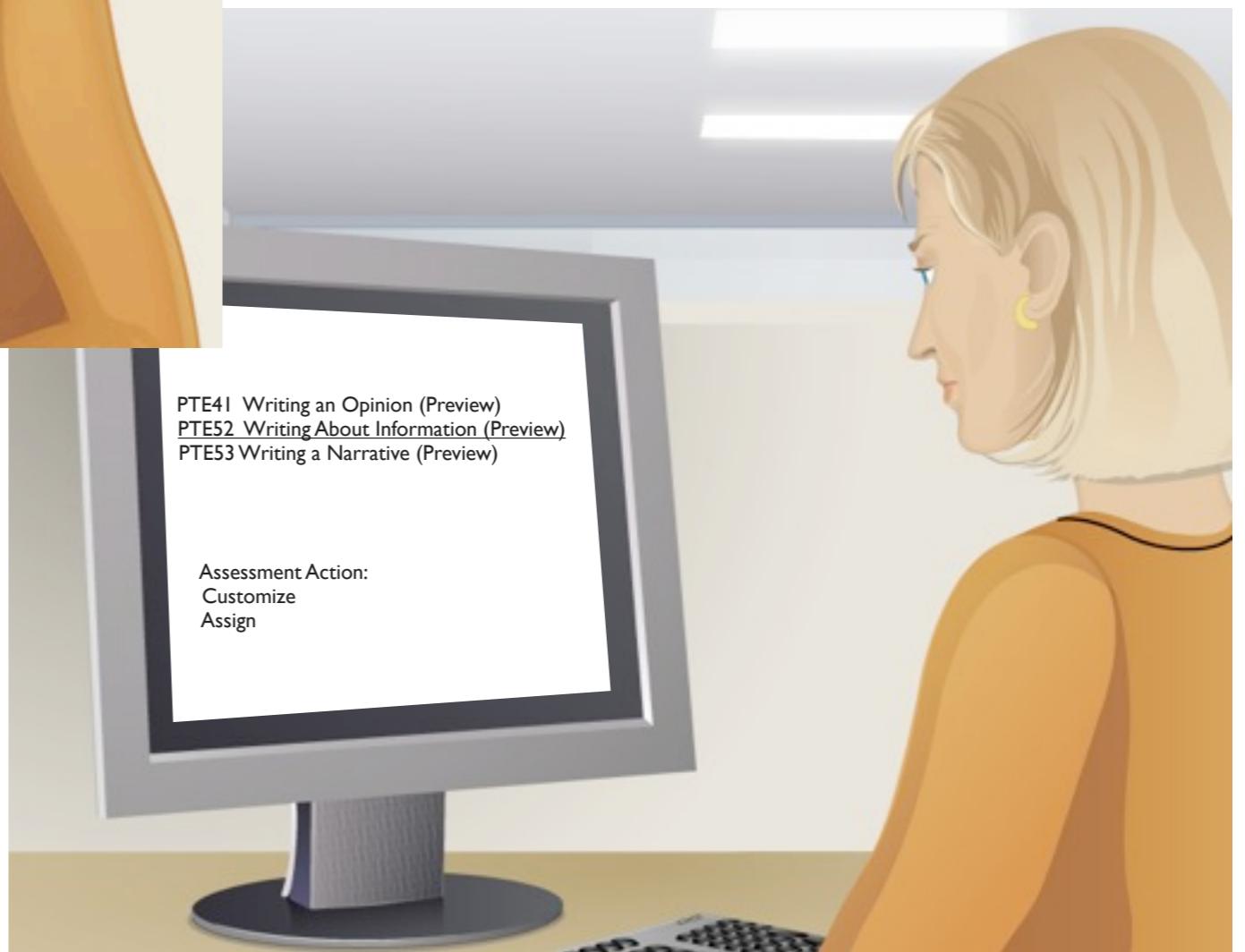
“These are long! I only need a part of these...”





“Ok, it’s a passage, discussion, and one extended writing.”

“Save and assign..”



Assessing with a Performance Task



“Everyone read this passage....

What is your first impression?”

“Now write your answer to the question by yourselves.”



Assessing with a Performance Task: After school



“Now I’ll enter scores using the rubric provided.”

“And meet with others to share the data.

