PREPARING FOR SBA TESTING  PPP
GENERAL THOUGHTS

Give students the gift of familiarity

Engage in technology-rich instruction

Send students positive vibes

View as a long term process
MOST IMPORTANTLY

Have you truly made the shift to the new standards?
SBAC or SBA testing

- English Language Arts test includes two parts. The CAT (or paper/pencil test) and the PT.

- Math also includes two parts. The CAT and PT.

- Therefore each student needs a minimum of 4 times in the lab to complete the SBA tests.

- There’s also an in-class activity before each PT.
ABOUT THE ELA

The ELA tests cover reading, writing, and listening standards.

The CAT includes questions in all three areas. Listening is integrated into the online test.

The CAT has a variety of question types.

The brief writes in the CAT build upon a stimulus.

The Performance task measures research and has a full write task.

Full Writes require students to use source material and complete the entire writing process.
SOME SHIFTS IN CCSS ASSESSMENT: ELA

* More focus on complex text (literary and informational text)
* Emphasis on careful reading and analysis with evidence to support
* Vocabulary focuses on context rather than prior knowledge
* Writing to sources instead of de-contextualized prompts
* Integrated Listening, Speaking, Reading, and Writing
## COMPLEX TEXT EXAMPLE

<table>
<thead>
<tr>
<th>Traditional Science Text</th>
<th>Complex Science Text – Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever noticed that bubbles have colors? Look closely, and you can see lots of</td>
<td>Bubbles can also teach us about light. The light from the sun is made up of many different colors. Mixed together, they look white. However, it is possible to separate the different colors of light from each other with a prism. Small drops of water or ice crystals can work like a prism. You have seen this for yourself if you have ever seen a rainbow.</td>
</tr>
<tr>
<td>pretty colors on bubbles. The colors happen when light falls on bubbles. Then the light</td>
<td><em>From “Bubblology,” from an online site “Science for Kids”</em></td>
</tr>
<tr>
<td>goes from the bubble to your eyes. Next time you see bubbles, look to at what colors there</td>
<td></td>
</tr>
<tr>
<td>are. Do you see green or blue? Purple or yellow? Sometimes you can see a rainbow!</td>
<td></td>
</tr>
</tbody>
</table>
# VOCABULARY AND TEXTUAL EVIDENCE

<table>
<thead>
<tr>
<th>Traditional Item</th>
<th>CCSS-Aligned Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read this sentence from paragraph 5. <em>Bubbles are pretty incredible, but who knew?</em></td>
<td>What does “circulate” mean as used in paragraph 2?</td>
</tr>
</tbody>
</table>
| What do the words “but who knew?” mean in this sentence? | A. Get stronger  
B. Gather together  
C. Break down  
D. Travel around* |
| A. The ideas are surprising.*  
B. The ideas are familiar.  
C. The ideas are simple.  
D. The ideas are important. | |

The author uses a word that means “fake” in the text. Click a word in the paragraph that best represents that idea.

These *artificial* shells have two important purposes. First, people who own hermit crabs can give them to their pets. That keeps *real* seashells in the ocean, rather than in home aquariums. The Project Shelter shells are also placed in the wild for hermit crabs to find. Lucky hermit crabs can move into these new dream homes and leave those plastic cups behind.

Source: achievethecore.org practice test
# ANALYSIS VS RECALL

<table>
<thead>
<tr>
<th>Traditional Item</th>
<th>CCSS-Aligned Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which document does Anthony quote to emphasize the idea that women already have the right to vote?</td>
<td>Which statement best describes Anthony’s viewpoint about the proper role of government?</td>
</tr>
<tr>
<td>A. The Constitution</td>
<td>A. A government should define and establish basic human rights.</td>
</tr>
<tr>
<td>B. A transcript of her trial</td>
<td>B. A government should be preserved even when citizens are dissatisfied.</td>
</tr>
<tr>
<td>C. The Declaration of Independence*</td>
<td>C. A government should be structured to define different roles for different groups of people.</td>
</tr>
<tr>
<td>D. A law of one of the states</td>
<td>D. A government should ensure that human rights are not infringed upon.*</td>
</tr>
</tbody>
</table>

(Grade 10 items based on “Is It a Crime for a Citizen of the United States to Vote?” by Susan B. Anthony)

RI.10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Source: achievethecore.org
# USE OF TEXTUAL EVIDENCE TO SUPPORT ANALYSIS

## CCSS-Aligned Item - EBSR

| Part A: In the first three paragraphs of the story, what is a theme that is developed by details about the setting? |
| A. The townspeople’s desires are very different from George’s. |
| B. It is a time of new beginnings.* |
| C. The town is not likely ever to change. |
| D. It is hard to survive in a rural environment. |

*Part B: Which two details from the passage support the theme in Part A? |
A. “It was April and the young tree leaves were just coming out of their buds.”* |
B. “The boy who slept in the hotel office lay on a cot by the door. His mouth was open and he snored lustily.” |
C. “The east was pink with the dawn and long streaks of light climbed into the sky where a few stars still shone.”* |
D., E., & F. [The remaining distractors are not shown.] |

(Grade 9 item based on a short story from Sherwood Anderson’s novel *Winesburg, Ohio*.)

| RL.9.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| RL.9.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

Source: achievethecore.org
A student is writing an opinion paper for class about serving flavored milk in school cafeterias. Read the draft of the essay and complete the task that follows.

Some people believe that schools should not serve flavored milk at lunch. According to them, students get too much sugar. It is true that flavored milk has more sugar than plain milk, but some students just will not drink plain milk. If that happens, they will not get the necessary vitamins. That can't be good. Drinking flavored milk is certainly healthier than not drinking any milk at all.

The beginning of the student’s essay does not state her opinion. Write an opening paragraph that states the opinion and explains what the topic is about.
Traditional Writing Prompt--

Some students have suggested that a student gardening program should be started at your school. You are working on the school newsletter, and your assignment is to write an article about whether or not your school should start a student garden. Make sure to give reasons for your ideas.

New Writing Prompt--

Some students have suggested that a student gardening program should be started at your school. You are working on the school newsletter, and your assignment is to write an argumentative article for the newsletter on this topic. In your article, you will take a side about whether or not your school should start a student garden. Support your position with information from the sources you have examined. The audience for your article will be the teachers and students at your school.

Students will have to read 2-4 sources before writing this argumentative piece. There are two articles titled “Growing Our Own Student Lunch” and “Make your Own Dirt” and a video titled “Community Gardens: Typical Costs” with this sample. Source: SBA Sample Item
ABOUT THE MATH

In the Math CAT, there are a variety of question types

4 claims are measured: Concepts and Procedures, Problem Solving, Modeling and Data Analysis, Communicating and Reasoning

Mathematical Practices integrated and certain targets have to be met.

PT is designed to be scenario based problem solving that required student-initiated planning and management.

Source: achievethecore.org
SHIFTS IN CCSS ASSESSMENTS-MATH

*Assess fewer topics at a deeper level, with more score points coming from major focus areas.

*Balance between procedural skill and fluency, conceptual understanding, and application

*Authentic real-world application and non-routine problems
# FOCUS AND RIGOR

<table>
<thead>
<tr>
<th>Traditional Approach (Grade 7)</th>
<th>CCSS-Aligned Approach (7.SP.C.8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A coin is flipped three times.</td>
<td></td>
</tr>
<tr>
<td><strong>Part A:</strong> Draw a tree diagram that shows all possible outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>Part B:</strong> Create an organized list that shows all possible outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HH</th>
<th>HHT</th>
<th>HTH</th>
<th>HTT</th>
<th>THH</th>
<th>THT</th>
<th>TTH</th>
<th>TTT</th>
</tr>
</thead>
</table>

**Part A:** Give the sample space to show all possible outcomes for tossing three coins one time, using the letter H when a coin faces “heads” up, and the letter T when it faces “tails” up.

**Part B:** Based on your answer to part A, how many outcomes consist of 3 heads or 3 tails?

**Part C:** During a math class, each of 24 students tossed three coins once. Based on your answer to part B, how many students would you expect to get a result of 3 heads or 3 tails?

\[ \frac{2}{8} = \frac{x}{24} \]

\[ x = 6 \text{ students expected to get 3 heads or 3 tails} \]

Source: EngageNY.  

Source: achievethecore.org
BALANCE OF THREE COMPONENTS

<table>
<thead>
<tr>
<th>Traditional Approach to Application (Algebra I or II)</th>
<th>CCSS-Aligned Approach to Application (F-LE.A.1, 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the general exponential decay formula: ( A(t) = A_0 (1 - r)^t ) to find the value of $50 after 5 years with a 25% rate of decrease per year.</td>
<td>![Graph and Table]</td>
</tr>
</tbody>
</table>

Source: Illustrative Mathematics. [https://www.illustrativemathematics.org/illustrations/1306](https://www.illustrativemathematics.org/illustrations/1306)
### AUTHENTIC VS ROUTINE

#### Traditional Progressions (Perimeter and Area)

**Grade 4:** Determine the area of the shape in square units.

#### CCSS-Aligned Progressions (Area and Surface Area)

**4.MD.A.3:**

Karl’s rectangular vegetable garden is 20 feet by 45 feet, and Makenna’s is 25 feet by 40 feet. Whose garden is larger in area? How much larger is that garden?
AUTHENTIC VS ROUTINE

Part 1: They are given plotted data from table and asked to draw linear model
Part 2: Write equation for line drawn in part 1
Part 3: Interpret slope of the line
Part 4: Predict average pulse rate for animal who weighs 6000 kilograms.
Part 5: Explain whether prediction is reasonable in context (implied why)
Part 6: Given table with new animals and asked how this data would change the model and how they know.

HEARTBEATS
In this task, you will use data to create a model that shows the relationship between animal body weight and pulse rate measures. Then you will examine additional data to evaluate your model.

A study states that the relationship between an animal’s pulse rate and body weight is approximately linear. The study data are below.

Table 1. Average Body Weight and Average Pulse Rate of Seven Animals

<table>
<thead>
<tr>
<th>Animal</th>
<th>Average Body Weight (in kilograms)</th>
<th>Average Pulse Rate (in beats per minute)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>3</td>
<td>130</td>
</tr>
<tr>
<td>Goat</td>
<td>28</td>
<td>75</td>
</tr>
<tr>
<td>Sheep</td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>Pig</td>
<td>192</td>
<td>95</td>
</tr>
<tr>
<td>Ox</td>
<td>362</td>
<td>48</td>
</tr>
<tr>
<td>Cow</td>
<td>465</td>
<td>66</td>
</tr>
<tr>
<td>Horse</td>
<td>521</td>
<td>34</td>
</tr>
</tbody>
</table>

Source: 8th grade practice performance task
RESOURCES TO PREPARE

Digital Library

Training Test
- Bands 3-5 and 6-8, short, need teach to walk through with students and point out how things work
- Worth doing even with students who did it last year.

Practice Test
- Full length, grade specific, no results reported, content examples as well as how to approach.

Interim Assessments
- Actual formative assessments, give results, must get system set up for these.
ASSESSMENT PORTAL

On desktop...use link on Home page to access practice and training tests right now.

Later, you will come back and use this portal to administer the tests as well.