

PREPARING YOUR STUDENTS FOR SBA

HIGH SCHOOL



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?

ABOUT THE TESTS

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 TESTS

10th grade—ELA ONLY, Paper/Pencil test this year

11th grade—ELA and MATH, online



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

Traditional Social Studies Text	Complex Social Studies Text – Grade 9
<p>Martha Graham was born in 1894 in the state of Pennsylvania. Later her family moved to California, where she saw a dance being performed and decided she wanted to be a dancer. However, her parents did not approve of her career choice. But soon after her father died in 1914, she enrolled in a dance school and stayed there until 1923, when she started her life as a solo dancer.</p>	<p>I think the reason dance has held such an ageless magic for the world is that it has been the symbol of the performance of living. Many times, I hear the phrase, “the dance of life.” It is close to me for a very simple and understandable reason. The instrument through which the dance speaks is also the instrument through which life is lived: the human body.</p> <p><i>From Martha Graham, “An Athlete of God” (radio interview 2009)</i></p>

VOCABULARY AND TEXTUAL EVIDENCE

Traditional Item	CCSS-Aligned Item
<p>What kind of figurative language is the phrase “tiny human insects” in paragraph 3?</p> <ul style="list-style-type: none">A. personificationB. metaphor*C. simileD. onomatopoeia	<p>Why does the author use the phrase “tiny human insects” in paragraph 3?</p> <ul style="list-style-type: none">A. To suggest that the lives of individuals are not considered important in WinesburgB. To suggest the vast contrast in size between the farmland and the farmers*C. To suggest that George’s decision to leave Winesburg will not affect his life in a significant wayD. To suggest the relative insignificance of farming as an occupation

Read the sentence from the text.

Shoppers everywhere are now bombarded with advertising and packaging that touts the “organic,” “fair trade,” or “green” qualities of a product.

What does the word touts **most likely** mean?

- Ⓐ appreciates
- Ⓑ criticizes
- Ⓒ discerns
- Ⓓ glorifies

Source: achievethecore.org practice test

ANALYSIS VS RECALL

Traditional Item	CCSS-Aligned Item
<p>Which document does Anthony quote to emphasize the idea that women already have the right to vote?</p> <ul style="list-style-type: none">A. The ConstitutionB. A transcript of her trialC. The Declaration of Independence*D. A law of one of the states	<p>Which statement best describes Anthony’s viewpoint about the proper role of government?</p> <ul style="list-style-type: none">A. A government should define and establish basic human rights.B. A government should be preserved even when citizens are dissatisfied.C. A government should be structured to define different roles for different groups of people.D. A government should ensure that human rights are not infringed upon.*

(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.*

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.

BRIEF WRITES-BUILD ON STIMULUS

The student has taken these notes from credible sources:

- Fourth Amendment to the United States Constitution states: “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation and particularly describing the place to be searched, and the persons or things to be seized.”
- US Supreme Court in *United States v. Jones*—police must obtain a warrant before attaching a global positioning system (GPS) tracker to the car of a suspected drug trafficker.
- US Supreme Court in *New Jersey v. T.L.O.*—schools have a responsibility to maintain order, which can override Fourth Amendment rights when there is “reasonable suspicion” that a school rule has been violated.
- US Supreme Court in *Vernonia School District 47J v. Acton*—schools have a responsibility to maintain order in the “special situation” of public schools and that that responsibility overrides the student’s right to privacy.
- National technology blogger—EIDs can be hacked to show wrong locations for people wearing them.
- Study of several Los Angeles high schools—students at schools using EIDs trust teachers less than students at schools not using EIDs.
- Study of crime rates in areas around high schools—no significant relationship between use of EIDs and crime near campus.

The writer wants to acknowledge a counterclaim to the argument introduced in the first paragraph. Using the student's notes, complete the second paragraph by writing the counterargument.

WRITING TO SOURCES

Traditional Prompt: Write a letter to your principal about whether students should have to take a class in managing their finances before graduating.

New Prompt: Students read NYT Article “Working in Financial Literacy”, Chicago Tribune Article “Financial Education Leaving American’s Behind,” NYT Article “Financial Literacy Beyond the Classroom,” and Baltimore Sun Article “Finance Course Prompts Debate. The students use their notes from these sources to write an argumentative essay.

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

After completing your research, you share your findings with your teacher, who suggests that you write an argumentative essay about financial literacy courses for the upcoming school board meeting.

Today, in preparation for the school board meeting, you will write a multi-paragraph argumentative essay in which you take a stance on the topic of financial literacy courses. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

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.

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

RIGOR

Traditional Approach to Procedural Skill and Fluency (Algebra I or II)

Directions: Solve each equation.

[1] $x^2 - 8x + 7 = 0$

[7] $x^2 - 10x + 25 = 0$

[2] $x^2 + 1x - 2 = 0$

[8] $x^2 - 5x + 6 = 0$

[3] $x^2 - 6x + 5 = 0$

[9] $x^2 - 2x - 8 = 0$

[4] $x^2 - 6x + 8 = 0$

[10] $x^2 + 0x + -4 = 0$

CCSS-Aligned Approach to Procedural Skill and Fluency (A-REI.B.4)

Solve. $\frac{3}{4}c(c - 1) = c$

Solve. $(x + 2)(4x - 1) = 2x(5x - 2) - 12$

Source: Student Achievement Partners.

BALANCE OF THREE COMPONENTS

Traditional Approach to Application (Algebra I or II)

Use the general exponential decay formula:

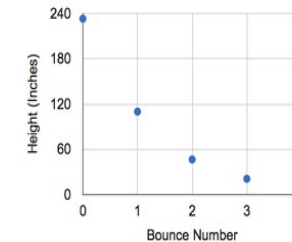
$$A(t) = A_0(1 - r)^t$$

to find the value of \$50 after 5 years with a 25% rate of decrease per year.

CCSS-Aligned Approach to Application (F-LE.A.1, 2)



Bounce Number	Measured Height in Inches
n	$h(n)$
0	233
1	110
2	46.6
3	21



b. Let n be the bounce number and $h(n)$ be the height. Consider the following general forms for different kinds of models where a and b represent numbers:

Model 1	Model 2	Model 3	Model 4
$h(n) = a \cdot n + b$	$h(n) = a \cdot n^2 + b$	$h(n) = \frac{a}{n} + b$	$h(n) = a \cdot e^{bn}$

Source: Illustrative Mathematics.

<https://www.illustrativemathematics.org/illustrations/1306>

AUTHENTIC VS ROUTINE

In this task, you will:

- analyze the speeding fine systems for both New York and Massachusetts.
- use data to propose a fairer speeding fine system for New York state.

Part 1: Plot data for Massachusetts speeding fines and additional points.

Part 2: Create an equation to calculate Massachusetts speeding fine when mph over is 1-10

Part 3: Create an equation to calculate Massachusetts speeding fine when mph over is greater than 10.

Part 4: Create a linear model for New York data.

Part 5: Use model from part 5 to create an equation for fine based on m between 1 and 20.

Part 6: Create an equation for NY M over 20

Part 7: Argue whether NY should go to new model or stick with old model.

SPEEDING TICKETS

New York state wants to change its system for assigning speeding fines to drivers. The current system allows a judge to assign a fine that is within the ranges shown in Table 1.

Table 1. New York Speeding Fines

Miles per Hour over Speed Limit	Minimum Fine	Maximum Fine
1 - 10	\$45	\$150
11 - 30	\$90	\$300
31 or more	\$180	\$600

Some people have complained that the New York speeding fine system is not fair. The New Drivers Association (NDA) is recommending a new speeding fine system. The NDA is studying the Massachusetts system because of claims that it is fairer than the New York system.

Table 2. Massachusetts Speeding Fines

Miles per Hour over Speed Limit	Fine
1 - 10	\$100 flat charge
11 or more	\$100 flat charge plus \$10 for each additional mph above the first 10 mph

Source: 11th grade Practice test

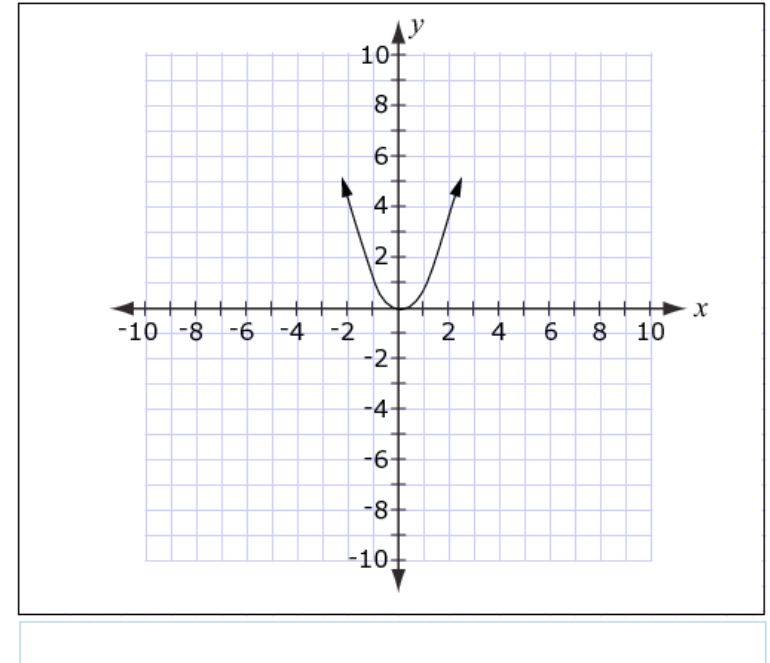
A FEW MORE

1



The graph of $y = x^2$ is shown on the grid.

Drag the graph to show the graph of $y = (x - 4)^2 + 2$.



8



Select **all** equations that have at least one integer solution.

$\sqrt{4x} = 5$

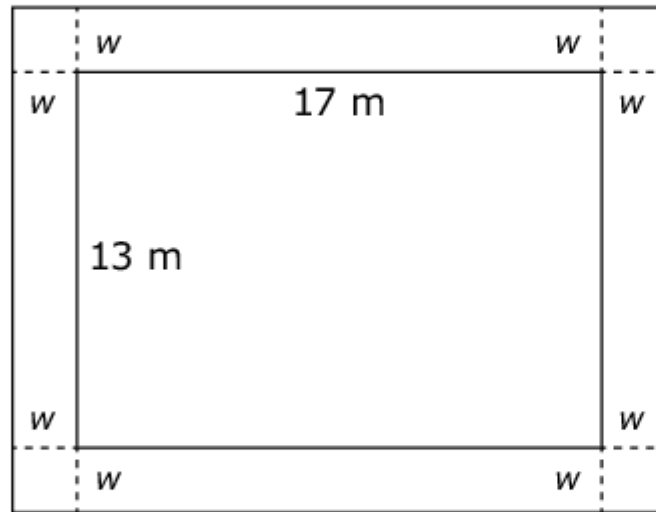
$\sqrt{3x} = 75$

$\sqrt{x} = \frac{\sqrt{16}}{8}$

$\sqrt{x} = x - 12$

$\sqrt{10-x} = x - 2$

A rectangular garden measures 13 meters by 17 meters and has a cement walkway around its perimeter, as shown. The width of the walkway remains constant on all four sides. The garden and walkway have a combined area of 396 square meters.



Part A

Enter an equation that could be used to help determine the width, w , of the walkway in the first response box.

Part B

Determine the width, in meters, of the walkway. Enter your answer in the second response box.

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 Practice test, grade 6

Practice Test

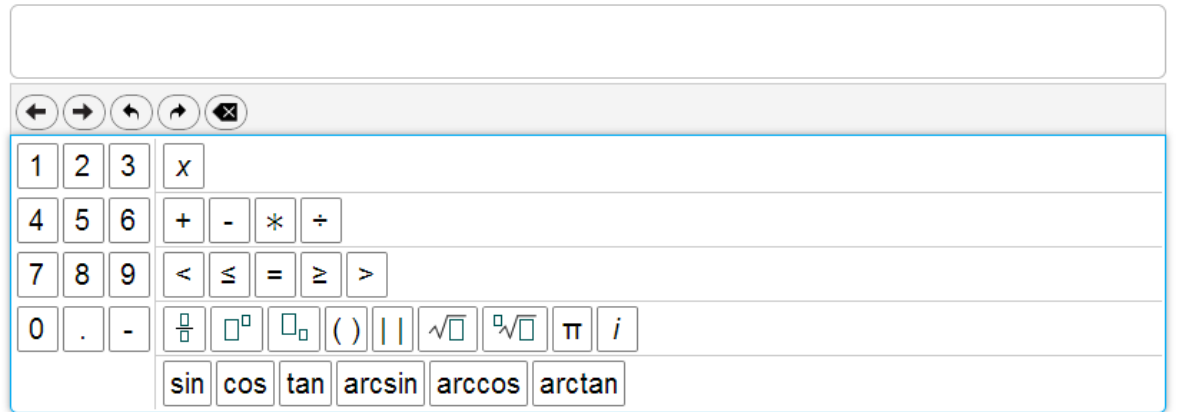
- Full length, grade specific, no results reported, content examples as well as how to approach.

Interim Assessments

- Actual formative assessments, give results, must get system set up for these.

2

Multiply and combine like terms to determine the product of these polynomials.

$$(2x - 3)(5x + 6)$$


The image shows a digital math interface. At the top, there is a blue box with the number '2'. Below it, the text reads 'Multiply and combine like terms to determine the product of these polynomials.' followed by the equation $(2x - 3)(5x + 6)$. Below the equation is a large empty text input field. Underneath the input field is a toolbar with navigation arrows and a close button. Below the toolbar is a calculator keypad with buttons for digits 1-9, 0, decimal point, and negative sign. It also includes mathematical symbols for square, cube, square root, and nth root, as well as pi and i. The bottom row of the keypad contains trigonometric functions: sin, cos, tan, arcsin, arccos, and arctan.