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California Department of



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performance on the Smarter Balanced assessments. For any other purpose (including

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Appendix A: Other Assessments in the California Assessment of Student Performance  
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## Overview



The new Smarter Balanced Summative Assessments are very different from the old STAR tests in several ways:

1. The new assessments are designed to be more relevant to students' lives and to be more aligned with the state standards. / 6

2. The new assessments are designed to be more challenging and to be more focused on measuring students' ability to be ready for college and the 21st century job market.

3. The new assessments are designed to be more accessible and to be more user-friendly for students and educators.

4. The new assessments are designed to be more efficient and to be more cost-effective.

The computer-based Smarter Balanced Summative Assessments provide all students with a more engaging and interactive experience. They also provide students with the opportunity to increase the size of an image using the "Zoom In" option or highlight key words as they

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### Item and Task Types

- 7KH 6PDUWHU %DODQFHG DVVHVVP HQW V\ VWHP LQFOXGHV
- Z 6HOHFWHG UHVSQRVH LWHPV ZKLFK SURPSW VWXGHQW
- Z 7HFKQRORJ\ HQKDQFHG LWHPV ZKLFK PLJKW SURPSW V
- Z &RQVWUXFWHG UHVSQRVH LWHPV ZKLFK SURPSW VWXG
- Z 3HUIRUPDQFH WDVNV LQ ZKLFK VWXGHQWV HQJDJH LQ  
WKHQ ZULWH DQ DUJXPHQWDWLYH HVVD\ XVLQJ VRXUFH

SRUWDO 3UDFWLFH DQG 7UDLQLQJ 7HVWV :HE SDJH DW  
KWS ZZZ FDDVSS RUJ SUDFWLFH DQG WUDLQLQJ LQ





)RU HDFK DUHD D VWXGHQW¶V SHUIRUPDQFH LV UHSUHVH  
' RU ³

\$ VDPSOH VWXGHQW VFRUH UHSRUW LV SURYLGHG  
&\$\$633 6WXGHQW 6FRUH 5HSRUW ,QIRUPDWLRQ :HE  
KWWS ZZZ FGH FD JRY WD WJ FD FDDVSSVVULQIR

7KH &'( YLGHR is

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# Overview



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claims.

		Demonstrating understanding of literary and
		Producing clear and purposeful writing
		Demonstrating effective communication skills
		3 information

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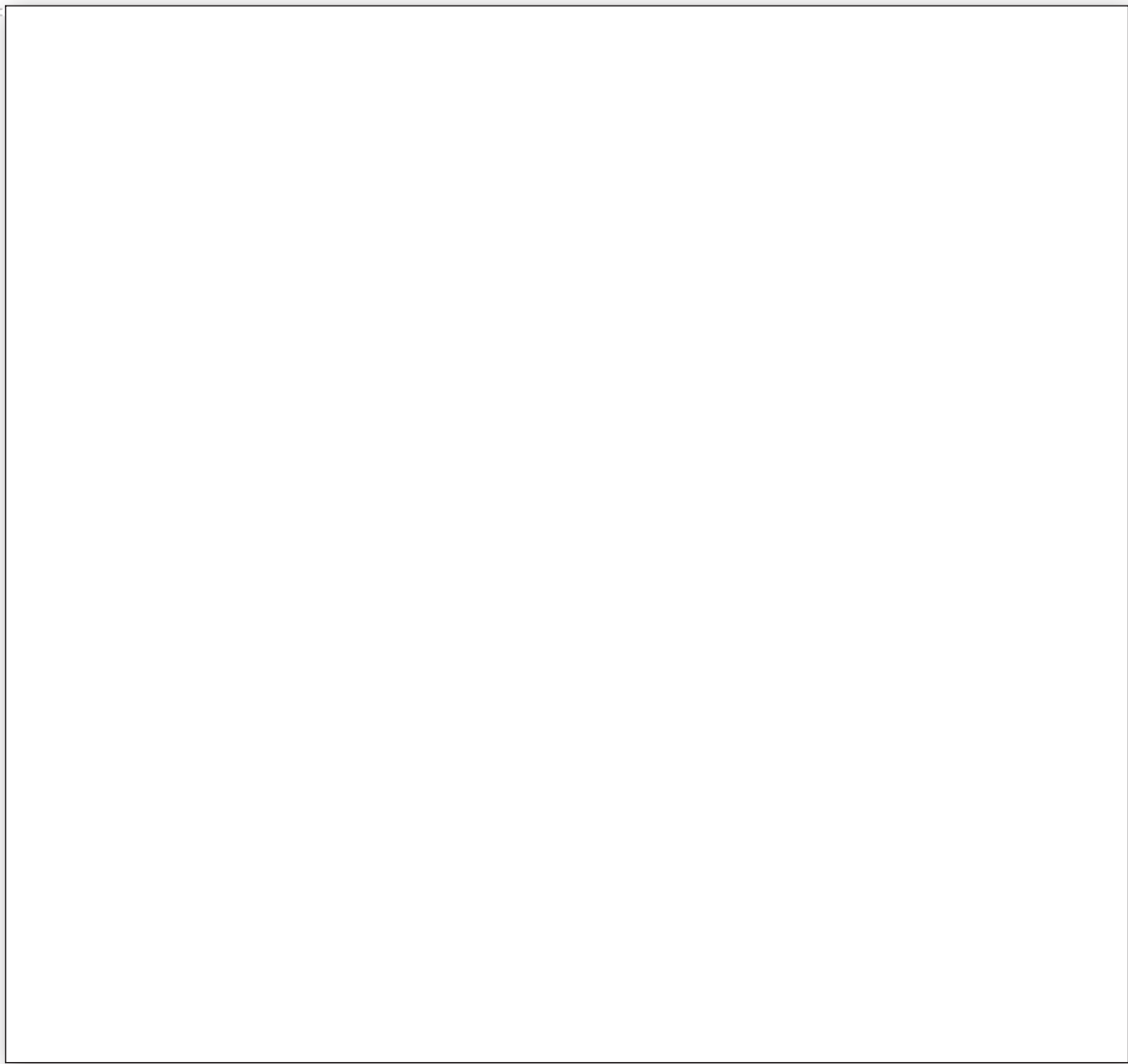


### Grade Three Sample Test Items for ELA

7KLV VHFWRQ SURYLGHV VDP SOH (/ \$ WHVW LWHPV IRU JU

#### Notes About Sample Test Items

The test items that students see online appear and function differently than WKH VDP SOH LWHPV VKRZQ LQ WKLV GRFXPHQW )RU H[D DVNHG WR ³GUDJ ´ ³VHOHFW ´ RU ³FOLFN´ WKHLU UHVSR these different functionalities on the Training Test available on the &\$\$633 RUJ SRUWDO 3UDFWLFH DQG 7UDLQLQJ 7HVWV :H KWWS ZZZ FDDVSS RUJ SUDFWLFH DQG WUDLQLQJ LQGI



# English Language Arts/Literacy

Grade Three

presentation? Pick      choices.

- B. how to build birds' nests
- C. how to draw birds' nests
- D.

Read the poem and answer the questions.

from yesterday's rain. The seed  
in my hand looks like a period at the end

this seed is the beginning of something grand.

I push the seed into the soil.

6 3  
soap bubbling up in the sink  
like the tiny bubbles of water  
at the bottom of a waterfall.

/  
I look at the corner of the garden  
3  
but to my eye nothing has changed.  
I think of how the television looks  
when it is off—dark and sitting quietly.  
I know there is a whole world inside both

6 3  
reminding myself I must be patient.  
I imagine the rain might awaken  
whatever is inside the seed I planted.

,  
just little impressions left in the ground by the rain.

# English Language Arts/Literacy

Grade Three

3  
 but nothing happens.  
 I've decided that maybe the seed was planted  
 too deeply in the ground. I begin to think

like my dad when he took one wrong turn  
 and ended up in a place unknown.

3

ready to grow throughout the season.

foolish.

up.

pleased.

surprised.

)

	Demonstrating understanding of literary
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	Describe characters in and explain how their actions contribute to the sequence of events.
--	---

	C
--	---



# English Language Arts/Literacy

Click on the sentence that explains what the use of the character's actions shows about the relationship between the speaker and the events in the poem.

- A. The events change the speaker.
- B. The events follow a mistake made by the speaker.
- C. The events would have happened without the speaker.
- D. The events happen because of the actions of the speaker.

Click on the line from the poem that illustrates the relationship made in part A.

this seed is the beginning of something grand.  
 I push the seed into the soil.  
 6 3  
 I look at the corner of the garden  
 but to my eye nothing has changed.  
 6 3  
 the seed begins to sprout! The plant rises above the

Demonstrating understanding of literary

Describe characters in and explain how their actions contribute to the sequence of events.

Part A: D  
3  
the seed into the soil."

Read the text and answer the question.

3  
an old broken pot. These objects could be clues to how people lived long ago.

The study of human life in the past is called archaeology. Scientists who study people who  
9  
people lived.

They learn about the people by studying the objects that were used in the past. They can  
ate.

to how people lived requires careful study. The objects people used may be buried. Because

3 /  
taken before it is carefully removed from the ground. These objects are called artifacts. An  
artifact can help explain how people lived in the past.



English Language Arts/Literacy

Grade Three

3 . They read more information and continue to grow their vocabulary. They are also expected to what they have read

3 and other information.

FourChildn in(Grade )TJ EMC /Span <</MCID 762 >>BDC 6.6195 -1.25 Td [ Fou

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Grade Four

**English Language Arts/Literacy**

from  
by Arthur Scott Bailey

8

,  
be so far from the farmhouse.

)  
But Rusty shook his head quickly—and with decision.

know you wouldn't like that very well."

Rusty's wife agreed with him on that point. But she still insisted that she wanted to live near

3

hole in the fence rail too. He had better forget them and resume his search for a home. So he gave his plump little cinnamon-colored body a shake and held his tail at even a higher angle than usual. He did this to show people that he was going to be proud of his house—when



that follow.

Click on the underlined word from the paragraphs that

8 assured her. "It's not really in a tree. It's nailed to a tree. Come with me and I'll show you."

At that the bustling little pair hastened toward the farmhouse. saw what he had found she said at once that it was exactly the sort of house she had always hoped

Demonstrating understanding of literary

Determine intended including words with multiple meanings

6

hastened





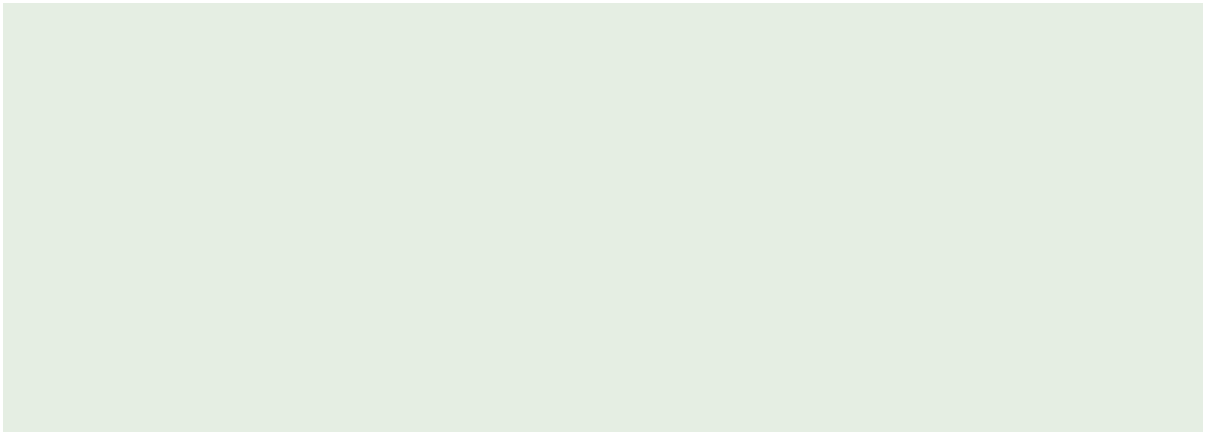


3

sources of information and continue to build their vocabulary. Students are also expected to understand and \_\_\_\_\_ from readings and

UHIHUULQJ WR VSHFL¿F HYLGHQFH DQG GHW

Students write regularly and continue to develop their ability to



English Language Arts/Literacy

Read the sentences from the text.

I once watched a hummingbird do a really special aerial maneuver 3

again.

\_\_\_\_\_ states the meaning of “aerial maneuver” in the text?

- A. a series of actions performed by the hummingbird
- B. a series of actions performed by the hummingbird while hovering
- C. a series of beak movements that help hummingbirds catch insects
- D. a series of wing movements that help the hummingbird use energy skillfully

Demonstrating understanding of literary

Determine the meaning of general academic and phrases in a text or subject area.

A



**English Language Arts/Literacy**

7

winter.

together in a round mass with the springtails on the surface hopping and the

Springtails are considered primitive insects because they have neither wings

other insects do. They don't even have organs for breathing! Instead they get oxygen directly through their skin. Because the skin needs to be moist for

spot where the snow is beginning to melt.

a different climate than the surrounding region. Because springtails are so

They also have two other adaptations that allow them to survive in the cold.

also produce special chemicals called cryoprotectants in their blood. These chemicals act like the antifreeze we put in our cars and prevent the springtails' blood from freezing.

So go ahead and take that winter walk in the woods. And be sure to watch for the springtails speckling the snow at the sunny base of a tree!

6

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Click on the statement that provides an inference about why the author included information about insects in winter in paragraph 2.

- A. The author wanted readers to understand how winter affects insects.
- B. The author wanted readers to understand why animals hibernate or migrate.
- C. The author wanted readers to understand how springtails are different from other insects.
- D. The author wanted readers to understand the difference between warm-blooded and cold-blooded insects.

Click on the sentence from the text that supports your answer in part A. Choose option.

3

don't work very well. In winter many insects enter a kind of

9





## Grade Three Sample Test Items for Mathematics

This next section provides sample test items for grade three mathematics.

The test items that students see online appear and function differently than

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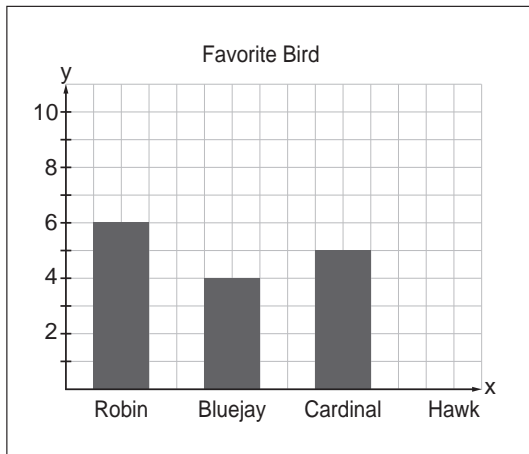
Grade

3



Mr. Lowe asked his students to vote for their favorite bird. A total of 22 students voted.

Robin	
Bluejay	
Cardinal	
Hawk	



Click above Hawk on the graph to show the number of students who chose it as their favorite bird.

Using appropriate tools and strategies to solve real world and mathematical problems

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented scaled bar graphs.

“Hawk” constructed to show 7 hawks.

Joel is playing a number game.

□

-  
- 8  
with.

4  
4

have started

	■	■
	■	■
	■	■
	■	□

Using appropriate tools and strategies to solve real world and mathematical problems

Fluently add and subtract within 1000 using strategies and algorithms

between addition and subtraction.

□ ! □ ! □ !  
□ !



# Mathematics

Drag one number into each box to make each statement true. You may use numbers more than once.

6

$$\frac{1}{2} \left( \frac{\square}{\square} \right)$$

$$\frac{1}{2} \& \frac{\square}{\square}$$

$$\frac{1}{2} = \frac{\square}{\square}$$

Demonstrating ability to support mathematical conclusions

Compare two fractions with different numerators and common denominators by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Record the results of comparisons with symbols ( $<$ ,  $>$ ,  $=$ ) or a visual fraction model.

Answers may vary

3 by working with . Students also including fractions with unlike denominators. They continue to expand their

YROXPH RI D VROLG ¿JXUH

at ) □ 7 3 3.

3. ! !! ! 6 . □3. !

□ 3. .

) □ 7 3 □3. 3. ! !!

! 6 . 3. ! □ 3. !

The sample test items below represent the kinds of passages and questions that

8 7 receive and correctly answer an item associated with that achievement level.

sticker at a time to each of her students until the stickers are all gone. How many students get more than 2 stickers?

72

Demonstrating ability to support mathematical conclusions

Find whole-number quotients of whole numbers with up to four-digit dividends and strategies based on place

relationship between multiplication and division. Illustrate and explain the calculation by using

models.

B

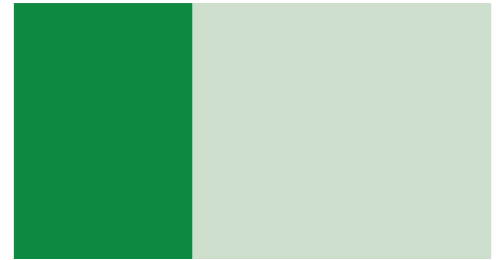
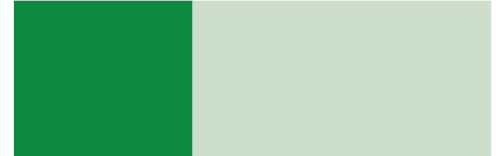


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prism.

inches.



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Grade Five





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Tools and supports that help students access the test questions so they can best demonstrate what they know and are able to do. The Smarter Balanced tests include:

available to all students based on their

supports like scratch paper or breaks between test sections.

available for a student when an educator or support team determines a special need. These include such tools as color contrast or masking as well as

/  
directions or bilingual glossaries.

6

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A score or descriptive statement that represents how well the student knows the standards for the subject area and grade level. For the

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8 7

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A term generally used to mean the same thing as test.

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-  
is the new state assessment system. The CAASPP system includes tests that public school students take at the end of the school year in different subject areas and grade levels.

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7 / 9 6 6

results in key areas based on groups of test questions that measure similar or related knowledge or skills.

---

A phrase that indicates a student is leaving high school well-prepared to succeed in college and the workplace.

---

Academic content standards adopted by California that describe what students should know and be able to do at each grade level in order to graduate from high school ready for college and a career. The Common Core State Standards challenge students to develop and apply what they are learning to the real world.

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A test given on a computer in which the questions change or

complex questions.

---

A test given on a computer.

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Statements of academic expectations that describe what students should know and be able to do in a subject area.

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A process teachers use during instruction to check on student understanding.

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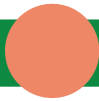
what students have learned.

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# Appendixes



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students have basic knowledge and understanding about the topic.

/ □  
8 7 8 / 7

**Appendixes**



## Appendixes



The links below provide additional information on the new state standards and CAASPP assessments.

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**n**

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the standards and what children are learning at each grade level.

**n**

\_\_\_\_\_

This website provides variety of resources about the CAASPP system. The Students other related information.

**n**

\_\_\_\_\_

This site provides information about the new assessments as well as a sample student report of test results.

**n**

\_\_\_\_\_

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links to other resources.



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[PT&v=112](#)

works and the kinds of questions and tasks that are on the new tests.



# Appendixes



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or during a key event with clearly relevant information based on the text

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OR

OR



