Leveraging the Full Suite of Smarter Balanced Assessment Components

CABE 2019
March 21, 2019
Presenters
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Assessment Development and Administration Division
California Department of Education

Michael McCormick, Superintendent
Val Verde Unified School District
Presentation Agenda

• Smarter Balanced Assessment System Overview
• Leveraging the components of the System
• Smarter Balanced in the classroom
• Val Verde Unified School District – implementation
Purpose of the Smarter Balanced Assessment System

To assist teachers, administrators, students, and parents *promote* *high-quality teaching and learning* through the use of a variety of assessment approaches and item types.
Smarter Balanced System Components

A Balanced Assessment System
With online assessments that measure students’ progress toward college and career readiness, Smarter Balanced gives educators information and tools to improve teaching and learning.

Digital Library
An online collection of thousands of educator-created classroom tools and resources

Interim Assessments
Optional and flexible tests given throughout the year to help teachers monitor student progress

Summative Assessments
Year-end assessments for grades 3–8 and 11 with a computer adaptive test and performance tasks in math and English
Smarter Balanced
Summative Assessments
Smarter Balanced Interim Assessments

Two types

• Interim Assessment Blocks (IABs)
• Interim Comprehensive Assessments (ICAs)

Flexible administration

• Students at any grade level
Smarter Balanced Digital Library

• Available to all educators in California

• Self-register for access https://sbdigitallibrary.org/
Leveraging Components Throughout the Year

**DIGITAL LIBRARY**

Online collection of instructional, professional learning, and formative assessment tools and resources; subject- and grade-specific content for educators to use or customize based on the needs of their students.
The Formative Assessment Process

The Formative Assessment Process is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/goals.
The Four Practices

Clarify
- Determine **Learning Goals**—what students will know by the end of the lesson. The goals describe "big ideas" or transferable concepts and reflect academic standards. Learning goals are written in student-friendly language, beginning with, "I understand."
- Establish **Success Criteria**—the evidence that teachers and students use to determine how students are progressing toward the learning goals. They are also written in student-friendly language, beginning with "I can."

Elicit
- Engage in a learning event or activity that prompts and generates evidence of learning. Evidence should be tightly aligned to the learning goals and guided by success criteria.
- Consider student needs, interests, and learning styles when deciding how to elicit evidence so that students can demonstrate their understanding in different ways to meet the success criteria. Use multiple sources of evidence to draw accurate conclusions about student learning.

Interpret
- Review the collected evidence to determine students' progress toward learning goals and success criteria. Students can analyze evidence of their own learning and discuss their interpretations with teachers and peers. Through careful analysis of the evidence, teachers and peers can provide actionable feedback to help students close the gap between where they are and where they need to be.
- Interpreting evidence is not a single event but part of an ongoing process throughout instruction.

Act
- Teachers and students use actionable feedback to determine and initiate timely next steps. The steps may not be the same for all students and must take into consideration each student's readiness, interests, and learning preferences.
Professional Learning Series: Formative Assessment

https://www.cde.ca.gov/ta/tg/sa/dlplaylists.asp
Step 1: Review Data, Set Goals, Plan
2018-19 CAASPP Student Score Report Format
2018–19 Summative ELPAC Student Score Report
2018–19 ELPAC Student Score Report

**Oral Language Score**

- **1510 | Level 3**
  - The Oral Language Score is a combination of Indianapolis Fred’s Listening and Speaking performance, shown below.

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Somewhat/Moderately</th>
<th>Well Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
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<td></td>
<td><img src="checkmark.png" alt="Checkmark" /></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td><img src="checkmark.png" alt="Checkmark" /></td>
<td></td>
</tr>
</tbody>
</table>

**Written Language Score**

- **1540 | Level 3**
  - The Written Language Score is a combination of Indianapolis Fred’s Reading and Writing performance, shown below.

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Somewhat/Moderately</th>
<th>Well Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td><img src="checkmark.png" alt="Checkmark" /></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td><img src="checkmark.png" alt="Checkmark" /></td>
<td></td>
</tr>
</tbody>
</table>
Beginning of School Review

- Summative Reports
- School reports
- Initial classroom assessments
Step 2: Engage
Setting up Students for Success

• Share data with your students
• Ask students to identify their strengths
• Ask students to identify their challenges
• Include students in the plan to address areas for improvement
• Help students own their learning
Identify the Mark

Learning Goals

Success Criteria
High Quality Teaching
Step 3: Check Progress
Consider Multiple Measures
Interim Assessment Block (IAB)

Top 3 Reasons to use the Interim Assessments

1. **CHECK**
   Interim assessments support teachers by helping them check where students are in their learning and determine where they need additional instruction or if they can move onto more challenging work.

2. **REFLECT**
   Teachers can use the results from interim assessments to help them learn and reflect on what’s working and what needs improving in their classroom.

3. **CONNECT**
   Educators can connect with their colleagues to discuss and plan next steps for instruction and find resources in the teacher-created and approved Digital Library to enhance their professional learning and improve student performance.
Features of Interim Assessments

- Flexible
- Fully accessibility
- Aligned with CCSS
- Online
- Multiple administrations
- Teachers may preview the interims
## Interim Assessments At-a-Glance

The Smarter Balanced Interim Assessments are designed for grades three through eight and high school, but may be administered to students in all grades. The tables below identify the total number of items on each Interim Assessment Block (IAB) and Interim Comprehensive Assessment (ICA) for grade six. In addition, the tables provide the number of items on each assessment that require hand scoring. Unless otherwise noted, all hand scored items are short answer response.

### IABs

<table>
<thead>
<tr>
<th>Grade 6 English Language Arts/Literacy (ELA)</th>
<th>Total Number of Items</th>
<th>Total Number of Hand Scored Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Literary Texts</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Read Informational Texts</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Brief Writes</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Revision</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Language and Vocabulary Use</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Editing</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Listen/Interpret</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Research</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Argument Performance Task</td>
<td>3*</td>
<td></td>
</tr>
</tbody>
</table>

### Grade 6 Mathematics

| Ratios and Proportional Relationships       | 13                    | 0                                |
| Expressions and Equations                  | 16                    | 0                                |
| The Number System                          | 15                    | 0                                |
| Statistics and Probability                 | 13                    | 0                                |
| Geometry                                    | 14                    | 0                                |
| Mathematics Performance Task               | 6                     | 0                                |

### ICA's

<table>
<thead>
<tr>
<th>Grade 6 ELA and Mathematics</th>
<th>Total Number of Items</th>
<th>Computer Based Test Short Answer Response</th>
<th>Hand Scored Short Answer Response</th>
<th>Full Write Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Informal Test</td>
<td>47</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics Informal Test</td>
<td>36</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Administer an IAB

http://www.caaspp.org/ta-resources/interim.html
Interim Assessment Reporting System

http://www.caaspp.org/ta-resources/interim.html
## Interim Reporting System 2
### Results by Student

### Average
- **Scale Score / Error Band**: 2544 ±12
- **15 Results**

### Student Score Distribution
- Below Standard: 0%
- Near Standard: 67%
- Above Standard: 33%

### Select a results view
- **Results By Student**

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Session</th>
<th>Enrolled Grade</th>
<th>School</th>
<th>Status</th>
<th>Reporting Category</th>
<th>Scale Score / Error Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crichton, Kenneth</td>
<td>Jan 1, 2018</td>
<td>GOL-c843</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandarded</td>
<td>Near Standard</td>
<td>2507 ±42</td>
</tr>
<tr>
<td>Hall, Diego</td>
<td>Jan 1, 2018</td>
<td>CLA-f06a</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandarded</td>
<td>Near Standard</td>
<td>2507 ±52</td>
</tr>
<tr>
<td>Hill, George</td>
<td>Jan 1, 2018</td>
<td>MEL-f14a</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandarded</td>
<td>Above Standard</td>
<td>2599 ±41</td>
</tr>
<tr>
<td>Lovett, David</td>
<td>Jan 1, 2018</td>
<td>BUN-9041</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandarded</td>
<td>Near Standard</td>
<td>2537 ±43</td>
</tr>
<tr>
<td>Mills, Paul</td>
<td>Jan 1, 2018</td>
<td>COL-934c</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandarded</td>
<td>Near Standard</td>
<td>2537 ±47</td>
</tr>
</tbody>
</table>
Select a results view

- Crichton, Kenneth
- Kenneth's Responses
- Kenneth's Test History
- Print Kenneth's Full IAB Report
- Lovett, David
- Mills, Paul

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Session</th>
<th>Enrolled Grade</th>
<th>School</th>
<th>Status</th>
<th>Reporting Category</th>
<th>Scale Score / Error Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crichton, Kenneth</td>
<td>Jan 1, 2018</td>
<td>GOL-c843</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Near Standard</td>
<td>2507 ± 42</td>
</tr>
<tr>
<td>Kenneth's Responses</td>
<td>Jan 1, 2018</td>
<td>GOL-c843</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Near Standard</td>
<td>2476 ± 49</td>
</tr>
<tr>
<td>Kenneth's Test History</td>
<td>Jan 1, 2018</td>
<td>GOL-c843</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Near Standard</td>
<td>2507 ± 62</td>
</tr>
<tr>
<td>Print Kenneth's Full IAB Report</td>
<td>Jan 1, 2018</td>
<td>GOL-c843</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Above Standard</td>
<td>2599 ± 41</td>
</tr>
<tr>
<td>Lovett, David</td>
<td>Jan 1, 2018</td>
<td>BUN-9041</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Near Standard</td>
<td>2537 ± 43</td>
</tr>
<tr>
<td>Mills, Paul</td>
<td>Jan 1, 2018</td>
<td>COL-934c</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Near Standard</td>
<td>2537 ± 47</td>
</tr>
</tbody>
</table>
Interim Reporting System 4
Results by Item

<table>
<thead>
<tr>
<th>Item #</th>
<th>Claim/Target</th>
<th>Item Difficulty</th>
<th>Standard</th>
<th>Full Credit</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concepts and Procedures / Target E</td>
<td>Easy</td>
<td>4.NF.4</td>
<td>93%</td>
<td>7%</td>
<td>93%</td>
</tr>
<tr>
<td>2</td>
<td>Concepts and Procedures / Target D</td>
<td>Easy</td>
<td>4.NF.2</td>
<td>80%</td>
<td>20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Expand each student row to view their response to this item.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Session</th>
<th>Enrolled Grade</th>
<th>School</th>
<th>Student Points</th>
<th>Max Points</th>
<th>Correctness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crichton, Kenneth</td>
<td>Jan 1, 2018</td>
<td>GOL-c843</td>
<td>G4</td>
<td>Antahrike Pinfail Ctr</td>
<td>1</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td>Gamble, Eda</td>
<td>Dec 31, 2017</td>
<td>GOL-c843</td>
<td>G4</td>
<td>Antahrike Pinfail Ctr</td>
<td>0</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>Hall, Diego</td>
<td>Jan 1, 2018</td>
<td>CLA-f06a</td>
<td>G4</td>
<td>Antahrike Pinfail Ctr</td>
<td>1</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td>Hill, George</td>
<td>Jan 1, 2018</td>
<td>MEL-ft4a</td>
<td>G4</td>
<td>Antahrike Pinfail Ctr</td>
<td>1</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td>Lovett, David</td>
<td>Jan 1, 2018</td>
<td>BUN-9041</td>
<td>G4</td>
<td>Antahrike Pinfail Ctr</td>
<td>0</td>
<td>1</td>
<td>0.00</td>
</tr>
</tbody>
</table>
## Interim Reporting System 5

### Key Analysis

<table>
<thead>
<tr>
<th>Item #</th>
<th>Claim/Target</th>
<th>Item Difficulty</th>
<th>Standard</th>
<th>Full Credit</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Concepts and Procedures / Target E</td>
<td>Moderate</td>
<td>4.NBT.6</td>
<td>80%</td>
<td>0%</td>
<td>80%</td>
<td>7%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Concepts and Procedures / Target E</td>
<td>Moderate</td>
<td>4.NBT.5</td>
<td>87%</td>
<td>87%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Communicating Reasoning / Target C</td>
<td>Difficult</td>
<td>4.NBT.2</td>
<td>67%</td>
<td>67%</td>
<td>0%</td>
<td>87%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>9</td>
<td>Concepts and Procedures / Target E</td>
<td>Moderate</td>
<td>4.NBT.6</td>
<td>93%</td>
<td>7%</td>
<td>93%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Problem Solving / Target D</td>
<td>Difficult</td>
<td>4.NBT.4</td>
<td>53%</td>
<td>53%</td>
<td>20%</td>
<td>13%</td>
<td>73%</td>
<td></td>
</tr>
</tbody>
</table>
Interim Reporting System 6
Connecting to the Playlists

Average
Scale Score / Error Band  
2544 ±12  
15 Results

Student Score Distribution
Below Standard 0%
Near Standard 67%
Above Standard 33%

Select a results view
Results By Student

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Session</th>
<th>Enrolled Grade</th>
<th>School</th>
<th>Status</th>
<th>Reporting Category</th>
<th>Scale Score / Error Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crichton, Kenneth</td>
<td>Jan 1, 2018</td>
<td>GOL-c843</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Near Standard</td>
<td>2507 ±142</td>
</tr>
<tr>
<td>Hall, Diego</td>
<td>Jan 1, 2018</td>
<td>CLA-f06a</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Near Standard</td>
<td>2507 ±162</td>
</tr>
<tr>
<td>Hill, George</td>
<td>Jan 1, 2018</td>
<td>MEL-f148</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Above Standard</td>
<td>2599 ±41</td>
</tr>
<tr>
<td>Lovett, David</td>
<td>Jan 1, 2018</td>
<td>BUN-9044</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Near Standard</td>
<td>2537 ±143</td>
</tr>
<tr>
<td>Mills, Paul</td>
<td>Jan 1, 2018</td>
<td>COL-934c</td>
<td>G4</td>
<td>Antshrike Pintail Ctr</td>
<td>Nonstandardized</td>
<td>Near Standard</td>
<td>2537 ±147</td>
</tr>
</tbody>
</table>

California Department of Education
Step 4: Adjust Instruction
Adjust Instruction

• Review Student Results from the IAB
• Review classwork
• Create a plan to address the various performance levels of students based on results

Who needs what support?

• Reteach
• Extend
• Reinforce

Explore the Digital Library
Identifies likely skills present at each performance level and links to specific instructional resources in the Smarter Balanced Digital Library

https://www.cde.ca.gov/ta/tg/sa/dlplaylists.asp
Leveraging the Digital Library

Please Log In
Enter your username and password to log into the Smarter Balanced applications. After you log in, you will automatically be directed to the application you selected.

Learn More about the Digital Library
The Digital Library features nearly 3,000 classroom resources created and approved by teachers. Click below to learn more and register.

Smarter Balanced Single Sign On

Username
Enter your email address

Password
Minimum 6 characters, including one number

Forgot Your Password?

Log In

Learn More and Register

California Department of Education
Instructional Resources

Instructional Resources include ideas, activities, tools, and lessons designed to enhance instruction and supplement curriculum within K-12 classrooms.

Professional Learning Resources

Professional Learning Resources focus on educator professional development, mentoring, and coaching, and have utility in professional learning communities.

Playlist Resources

Playlists are collections of Digital Library resources that all focus on the same or similar content, and are organized into progressions of skills or understanding.

Math in the World Around Us: Fishin' Trip Video Math Task

This 5th and 6th grade activity engages students in a real world video math task. The 2-minute video provides the context for the Berg Family going on a fishing trip in their RV with a determined budget. Through researching the cost of gas and the distance, students need to determine if the...

FEATURED RESOURCE

Math in the World Around Us: Fishin' Trip Video Math Task

CONTRIBUTED BY

Becky Berg

Instructional Coordinator

22 Posted Resources
Professional Learning Series 1

Digital Library Playlists

Created by expert educators in collaboration with CDE and Smarter Balanced, the Digital Library playlists bring together associated resources that pertain to specific topics in one location. Each of the playlists on this page is available in a convenient playlist flyer. Please note: A Digital Library account is required to access any Digital Library resource.

CDE—Professional Learning Series
The Professional Learning Series playlists are designed to connect teachers with resources that directly relate to timely professional learning topics.

Formative Assessment Process
- **Formative Assessment Process – Foundational Series (PDF)**
  This foundational series is designed for use by educators who need to deepen their understanding of the formative assessment process into instruction and/or limited understanding of the Smarter Balanced Assessment System.

- **Formative Assessment Process – Advanced Series (PDF)**
  This advanced series is designed for use by educators who need to enhance their formative assessment practices and develop additional elements of the assessment system.

Assessment Literacy
- **Assessment Literacy – Foundational Series (PDF)**
  This foundational series is designed for use by educators with limited understanding of the Smarter Balanced assessment system. This interactive series engages educators in the formative assessment process while learning.

Supporting Student Accessibility Needs
- **Supporting Student Accessibility Needs for Instruction and Assessment (PDF)**
  This series offers educators support in meeting individualized instructional and assessment needs. Each resource in this series provides research-based information on teaching strategies that meet the needs of individual students.

Supporting English Learners
- **Supporting English Learners (PDF)**
  This series offers educators support in meeting the needs of students who are English learners. Resources in this series provide research-based information on teaching and learning strategies to promote the development of English language proficiency.

Performance Tasks

https://www.cde.ca.gov/ta/tg/sa/dlplaylists.asp
Professional Learning Series 2

Digital Library—Supporting English Learners

Learning Goals:
- Educators understand the use of content-specific vocabulary to support English language proficiency and academic language development.
- Educators understand English language proficiency levels and ways to use resources to develop standards-based assessment materials.
- Educators understand protocols to identify areas for growth and language development throughout the school year.
- Educators understand active learning activities used to promote student discussions targeting content language development.
- Educators understand ways to develop probing questions and structured responses to promote student skill development in reading and writing.

Success Criteria:
- Educators can provide content language instruction to support English- and domain-specific language development.
- Educators can implement assessment materials aligned with Common Core State Standards (CCSS) and principles of English language development (ELD) standards.
- Educators can use assessment and proficiency data to determine standards-aligned language targets for ELLs, and scaffold those targets with language frames to meet English language proficiency data.
- Educators can implement framework to promote student accountability in classroom activities targeting explicit language instruction.
- Educators can use collaborative discussions and engage students in targeted learning activities to elicit evidence and provide feedback to guide language development.

<table>
<thead>
<tr>
<th>Title</th>
<th>Resource Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency and Reading CCSS Functions, Form and Frames</td>
<td>This resource is a comprehensive worksheet that includes sample language and evidence frames to use in association with CCSS in English language arts, literacy, Informational Text Standards. It is organized according to the CELDT English language proficiency levels and includes ELD functions and forms to implement targeted language development.</td>
</tr>
<tr>
<td>Universal Design for English Language Development</td>
<td>This learning module engages participants in activities to develop an awareness of the intersection between integrated ELD and the Universal Design for Learning (UDL) framework. The resource includes a presentation with embedded video segments, and appropriate excerpts from the UDL framework.</td>
</tr>
<tr>
<td>Explicit Instruction of Tier II Vocabulary</td>
<td>This resource provides a PowerPoint presentation with guidance on developing Tier II vocabulary instruction focusing on high utility words with precise or nuanced meanings used across subjects and texts. The extensive, research-based presentation is designed to promote the use of concrete vocabulary acquisition strategies. The resource does not identify targeted EL populations for use, but provides a guide for using speaking, writing, and language development strategies.</td>
</tr>
<tr>
<td>Language Demands and Opportunities in Relation to Next Generation Science</td>
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<td>This resource includes a video of a grade five class comprised primarily of ELLs preparing for and engaging in a teacher-led brainstorming session. During their discussion, students locate textual evidence to support their opinions while the teacher uses probing questions to further the discussion. The session illustrates how the use of sentence frames can guide language development using domain-specific language.</td>
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<td>Accountable Talk: Fostering Discourse Through Planner and Group Discussions</td>
<td>This resource includes classroom-ready sentence frames, along with access to the Accountable Talk Sourcebook: For Classroom Conversation that Works, a handout containing the Features of Accountable Talk and Accountable Language Stems. The materials include a video from the Teachers College Reading and Writing Project showing an educator’s use of probing questions with three students engaged in a collaborative activity to meet the learning outcomes.</td>
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March 2018 - California Department of Education
<table>
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<th>Title</th>
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<td>Universal Design for English Language Development</td>
<td>This learning module engages participants in activities to develop an awareness of the intersection between integrated ELD and the Universal Design for Learning (UDL) framework. The resource includes a presentation with embedded video segments, and appropriate excerpts from the ELD framework.</td>
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<td>Explicit instruction of Tier II Vocabulary</td>
<td>This resource provides a PowerPoint presentation with guidance on developing Tier II vocabulary instruction focusing on high-utility words with precise or nuanced meanings used across subjects and texts. The extensive, research-based presentation is designed to promote the use of concrete vocabulary acquisition strategies. The resource does not identify targeted EL populations for use, but provides a guide for using speaking, writing, and language development strategies.</td>
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Training Resources

CAASPP Institute Web Page
Formative Assessment

Formative Assessment in Action
Video Series Web Page
https://www.cde.ca.gov/ta/tg/sa/fainaction.asp
Questions
For further information

CDE CAASPP Office
916-445-8765
caaspp@cde.ca.gov

California Department of Education’s CAASPP Web page
https://www.cde.ca.gov/ta/tg/ca/sbteacherguides.asp

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