Connecticut SDE

Gilbert Andrada
Education Consultant
Bureau of Student Assessment

Purpose

- To provide a resource to aid in increasing student achievement in Mathematics and Reading Comprehension by:
  - Providing assessments based on the CSDE Mathematics and Language Arts Standards
  - Providing assessments covering a school year using items that are keyed to Connecticut standards by CSDE Curriculum Consultants
- To develop on-line large-scale assessments
What Is Being Tested?

- Mathematics
  - Grade Level Expectations (GLEs)
  - NOTE: These are different than what will be on the CMT which tests Mastery Objectives.
- Reading Comprehension
  - CMT Reading Comprehension strands using grade-level passages.
- More on these later

Mastery vs Benchmark

- The CMT assesses objectives that entered into instruction a year or two ago and have been supported in instruction until they are mastered and then tested on the CMT.

- The CBAS assesses performance on objectives that would be taught in days or weeks prior to CBAS testing, if the state pacing guides were being followed.
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Does CBAS Predict CMT?

- NO
  - It was not designed for this purpose
  - Interim tests should not **predict** summative tests
    - Correlations should be zero
    - Educators work to falsify a prediction line.

- YES
  - If, by **prediction**, you mean that students are unlikely to do tomorrow what you find they cannot do today.

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Can Growth Be Measured?

- Not currently
- Each season’s test addresses different objectives as compared to other tests in the same year.
- (Winter Score) minus (Fall Score) has no interpretable meaning.
- In the future when we have sets of equivalent or parallel forms, YES.
## How Are Objectives Tested?

- Multiple Choice Items
  - No open-ended items
- On-line administration
  - No paper and pencil version
- Pilot districts reported that testing times ranged from 30 to 75 minutes with the vast majority completing testing in 40-45 minutes.
  - Extended time is allowed
  - Tests can be paused and restarted by the proctor

## Reports

- Student Reports – available to teachers immediately after testing
- School and District Data sets
  - Rolled up every other week
  - Downloadable as an EXCEL file
- Total Raw Scores
- Raw Sub-scores by Math GLE or Reading Strand
- No standard setting
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Partners

- CSDE
  - Bureau of Student Assessment
  - Bureau of Teaching and Learning
  - Bureau of Accountability & Improvement
- Measurement Incorporated
- Connecticut Pilot Districts

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Operational Benchmark Assessment

- To provide an interim measure of grade-level achievement.
  - “Have students learned the important and testable material that the State Curriculum and Pacing Guides identified to have been taught by a particular season of a particular grade?”
- Additional forms
  - Irregularities during testing
  - Test-retest purposes (SRBI purposes)
- PSIS-based registration will allow for a student’s scores to follow during moves.
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#### Continued Development

- **Mathematics**
  - Two additional sets of benchmark assessments
- **Reading**
  - Utilization of current reading passages to develop additional forms
- **Open-Ended Items**
  - Development of items and automated scoring capacity

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#### Future Directions

- **Research into automated content scorers**
  - may allow us to include open-ended items with the same turn-around time for results
  - can give us the ability to offer assessments that cover the curriculum more-fully
- **Item bank development**
  - will eventually allow us to offer teacher-customized assessments that focus on narrower sets of content.
Automated essay scoring already exists so we are exploring the inclusion of a machine scored direct assessment of writing component.

Current department research projects into computer-based tests accommodations contribute to the conceptualization large-scale computer-based testing for some future generation of statewide testing.

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Reading Comprehension

Test Features

- Benchmarks are available for grades 3-8
- Reading passages include a combination of text: literary, non-fiction and task (grades 5-8)
- The pilot tests comprise of 3 reading passages per grade
- The pilot tests are comprised of 14 multiple-choice questions per passage; 6 items per objective
- The reading benchmark should involve approximately 60 minutes of test taking
### Sample Blueprint – Grade 3

<table>
<thead>
<tr>
<th>G</th>
<th>BA</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A5</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
<th>D1</th>
<th>D2</th>
<th>D3</th>
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<td>14</td>
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<td>42</td>
<td>120</td>
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**Substrand Coverage**

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**Strand Coverage**

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**Total**

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### Reading Comprehension Pacing Guide

<table>
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<tr>
<th>Grade Level Expectation (GRADE 3)</th>
<th>Strand</th>
<th>Sub</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express opinions about texts and the reasons why (e.g., I liked..., I did not like...).</td>
<td>C</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
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<tr>
<td>Summarize information with a beginning, middle and end.</td>
<td>A</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Make text-to-self, text-to-text and text-to-world connections.</td>
<td>C</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Identify rhythm, rhyme, alliteration and assonance in poetry.</td>
<td>D</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Describe characters’ physical and personality traits.</td>
<td>A</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Draw conclusions based on implicit or explicit evidence from text.</td>
<td>B</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Describe the conflict faced by a character in a story.</td>
<td>A</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Explain similarities and differences in a story.</td>
<td>B</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>State the main idea with supporting details in informational text.</td>
<td>A</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Identify why a text is preferred, using evidence to support opinion.</td>
<td>C</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Identify most surprising/interesting/important part of a text and explain why.</td>
<td>C</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Develop a new title that best fits a text.</td>
<td>A</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Identify and explain text structures (e.g., sequence, main idea/details, compare/contrast, cause-and-effect).</td>
<td>B</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
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Test Format

- Model for Mathematics Curriculum
  - Grades 3 – 5 Sequenced GLEs
  - Grades 6 – 8 Pacing Guides
- 7 or 8 GLEs are assessed on each test
- 6 multiple-choice items per GLE
- Approximately 60 minutes of testing time

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Calculator and Non-calculator Sessions

- Grades 5 – 8
  - Session 1 – Calculator Session
  - Session 2 – Non-Calculator Session
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Test Blueprint

<table>
<thead>
<tr>
<th>Season</th>
<th>Grade</th>
<th>Points</th>
<th>Assessed GLEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>G3</td>
<td>48</td>
<td>1.1.1 2.1.1 2.2.15 3.3.10 3.3.11 4.1.2</td>
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<tr>
<td>Fall</td>
<td>G4</td>
<td>48</td>
<td>1.1.1 2.1.3 2.2.15 3.3.6 4.2.3 4.3.5</td>
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<td>Fall</td>
<td>G5</td>
<td>48</td>
<td>1.1.1 2.1.2 2.2.12 3.3.8 3.3.10 4.2.4</td>
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<tr>
<td>Fall</td>
<td>G6</td>
<td>42</td>
<td>1.1.1 1.2.2 1.2.4 1.3.6 2.1.1 2.1.3 2.2.20</td>
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<tr>
<td>Fall</td>
<td>G7</td>
<td>48</td>
<td>1.3.7 2.1.2 2.1.3 2.1.6 2.2.7 2.2.8 2.2.9</td>
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<tr>
<td>Fall</td>
<td>G8</td>
<td>36</td>
<td>1.1.1 1.3.12 2.1.2 2.1.3 2.2.5 2.2.11</td>
</tr>
</tbody>
</table>

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Pre K – 8 Curriculum Standards

GRADE 3

Algebraic Reasoning: Patterns and Functions

Patterns and functions can be represented and analyzed using a variety of strategies, tools and technologies.
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Pacing Guides – Grades 6-8

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect the dots on a number line to represent a given number to one decimal place.</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Add and subtract fractions with like denominators</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Use a coordinate plane to represent points in all four quadrants.</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
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</tr>
<tr>
<td>Use a coordinate plane to represent points in all four quadrants.</td>
<td>1.4</td>
<td>1.4</td>
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<tr>
<td>Use a coordinate plane to represent points in all four quadrants.</td>
<td>1.5</td>
<td>1.5</td>
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<tr>
<td>Use a coordinate plane to represent points in all four quadrants.</td>
<td>1.6</td>
<td>1.6</td>
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<tr>
<td>Use a coordinate plane to represent points in all four quadrants.</td>
<td>1.7</td>
<td>1.7</td>
<td>1.7</td>
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<tr>
<td>Use a coordinate plane to represent points in all four quadrants.</td>
<td>1.8</td>
<td>1.8</td>
<td>1.8</td>
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</tr>
<tr>
<td>Use a coordinate plane to represent points in all four quadrants.</td>
<td>1.9</td>
<td>1.9</td>
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</tr>
<tr>
<td>Use a coordinate plane to represent points in all four quadrants.</td>
<td>1.10</td>
<td>1.10</td>
<td>1.10</td>
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</table>

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Testing Window:
- Additional development and QA time is required to implement the functionality that will allow pre-registered students to take a test multiple times. This will impact the start date for the CBAS. The projected opening for the 2010-2011 CBAS is September 20.

Distribution of Account Information:
- Each DTC will receive account information for his/her schools and will be responsible for distributing it to the schools. *Currently we are planning to fax these credentials to DTCs.*
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Updates for 2010-2011

Student Pre-Registration:
- All students will be pre-registered to take the Math and Reading tests at their grade level and +/- 1 grade level. Multiple exposures to a test (up to three) are part of this implementation.

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25/32

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Updates for 2010-2011

MIST Changes
- Some modifications to the way that MIST will deliver tests online are being made. They were described in the Changes in the MIST session and will be reflected in a new Quick Start Guide.

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26/32
Common Core State Standards

- Development on the CBAS item bank was suspended until the adoption of the Common Core State Standards is completed. The first steps will be to conduct an alignment study which will probably result in the reconstitution of the current CBAS items within the context of the CCSS. Item bank development will begin again in earnest.

Grade 9

- CBAS has adopted the Connecticut Algebra Curriculum as the “Grade 9” mathematics benchmark assessment. Certainly it is well known that algebra is not exclusive to Grade 9, but it is a logical extension from the Grade 8 material. These assessments are predominantly open-ended. We have partnered with ETS and MI to develop an automatically scored set of algebra assessments that use open-ended items. These math tests are a year or two away from active use. CBAS reading for Grade 9 is in the early planning stages awaiting the alignment documents from the CCSS process.
CBAS Writing

- CBAS Writing for grades 3-8 will be available in the fall as a pilot project. A choice of general grade-level writing prompts will be available that use an automatic scoring system used at MI (it is called PEG™ -- Project Essay Grade) that produces 5 trait scores: Mechanics, Organization, Sentence structure, Support, and Word Choice. As always, we will be soliciting feedback on this product. A meeting will be next summer to review recommendations and to plan next steps.

Reporting

- We are working with eMetric to design an online reporting system. This is currently at the beginning stages. Some great ideas were shared by districts that we may incorporate. Also, in light of the coming CCSS cross-walk tables, we may develop an interim report that re-casts scores into the CCSS standards.
Account Information:

- A proctor account will be created for each school. Proctors may continue to use the original login process that requires them to start the MIST application on each student computer and select the student’s name. An alternative login process available this school year is to provide students with their own userID and password. Proctors will have access to student account information for distribution.

Additional Information

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