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Purpose

- To provide a resource to aid in increasing student achievement in Mathematics, Reading Comprehension, and Writing
- To provide a vehicle to facilitate the transition to the Common Core State Standards
- To develop on-line large-scale assessments
What Is Being Tested Currently?

- 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. NOTE: Same as CMT
- Writing
  - Automatically-scored writing-prompt responses

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.*
**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?**

**Better now than before….but know this:**
- 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.
- We are piloting tests designed to be parallel available in Reading.
- Tests can be re-administered up to 3 times to the same student (inference via test-retest)
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

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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.

  - **Original:** “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?”
  - **Moving toward this:** “Have students learned the important and testable objectives on the Common Core State Standards?”

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Operational Benchmark Assessment

- PSIS-based registration will allow for a student’s scores to follow during moves.
- Note to last year’s CBAS Write users: We are working toward incorporating CBAS Write into the general registration for CBAS via PSIS.

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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)
- There are 3 reading passages per test.
- Tests have 12 or 14 multiple-choice questions per passage; 6 items per objective per year (3 tests)
- The reading benchmark should involve approximately 60 minutes
- More forms with additional items developed for the same reading passages will be available for pilot testing. (Please participate – 5 students per grade?)
### 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>
<th>Passage</th>
<th>Form</th>
<th>Grade</th>
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<tr>
<td>1</td>
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<td>36</td>
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<td>2</td>
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<td>36</td>
<td>12</td>
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<td>2</td>
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<td>2</td>
<td>2</td>
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<td>42</td>
<td>120</td>
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<td>2</td>
<td>2</td>
<td>14</td>
<td>42</td>
<td>120</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>42</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>Gamma</td>
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<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>16</td>
<td>42</td>
<td>120</td>
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<td>9</td>
<td>Gamma</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>16</td>
<td>42</td>
<td>120</td>
</tr>
</tbody>
</table>

**Substrand Coverage**
- 12 12 12 12 12 12 12 12 12 12 12 12

**Strand Coverage**
- 48 36 36

**Total**
- 120

---

### Reading Comprehension Pacing Guide

<table>
<thead>
<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>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Summarize information with a beginning, middle and end.</td>
<td>A</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Make text-to-self, text-to-text and text-to-world connections.</td>
<td>C</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Identify rhythm, rhyme, alliteration and assonance in poetry.</td>
<td>D</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Describe characters' physical and personality traits.</td>
<td>A</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</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>2</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>2</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>2</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>2</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>2</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>2</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>2</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>2</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 3.3.10 4.1.2</td>
</tr>
<tr>
<td>Fall</td>
<td>G4</td>
<td>48</td>
<td>1.1.1 2.1.3 3.3.6 4.2.3 4.2.9</td>
</tr>
<tr>
<td>Fall</td>
<td>G5</td>
<td>48</td>
<td>1.1.1 2.1.2 4.2.4</td>
</tr>
<tr>
<td>Fall</td>
<td>G6</td>
<td>42</td>
<td>1.1.1 2.1.3 2.2.6 2.2.9</td>
</tr>
<tr>
<td>Fall</td>
<td>G7</td>
<td>48</td>
<td>1.3.7 2.1.2 2.1.6 2.2.7 2.2.8 2.2.9</td>
</tr>
<tr>
<td>Fall</td>
<td>G8</td>
<td>36</td>
<td>1.1.1 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.

<table>
<thead>
<tr>
<th>Grade Level Expectations</th>
<th>K1 Correlates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Demonstrate understanding of open-sentence relationships about quantities to use place-value notation for an operation on two numbers by selecting an operation that makes sense. (2.1.7 – 2.1.13)</td>
<td></td>
</tr>
<tr>
<td>4. Solve problems and demonstrate understanding of relationships among the simple signs, addends, and sums that occur in equations and introduction to properties of addition and multiplication of whole numbers. (2.2.11 – 2.2.15)</td>
<td></td>
</tr>
</tbody>
</table>

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**Pacing Guides – Grades 6-8**

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![Image](https://example.com/image.png)

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```
<table>
<thead>
<tr>
<th>Grade-Level</th>
<th>Expectations</th>
<th>Fall</th>
<th>Summer</th>
<th>Spring</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>Science</td>
<td></td>
<td></td>
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</tbody>
</table>

```

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CT Benchmark Assessment System (CBAS)

- CBAS Overview
- Proctor Guide: Start Guide
- Online Test Administration
- CBAS Calculator Mathematics Tests
- CBAS Reading and Non-Calculator Mathematics Tests
- Connecticut’s Initiative to Support a Comprehensive Assessment System

Presentations

Appears: 11/07/2006

School Profiles
- Data Profiles
- Contact
- Site Map
- SDE Home

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19/32

20/32
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Continued Development

- Mathematics
  - Item development for exemplar CCSS
- Reading
  - Additional forms using the current reading passages will be available as pilot forms.
- Writing
  - CBAS Write – automatically-scored writing-prompt responses available in grades 3-12

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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.

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### Future Directions (continued)

- Item development will include “distracter reasons” so that future reports can provide more information about student performance.
- 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.
- List Reading tests by the F-K Reading Level of the passage.

---

### Future Directions (continued)

- Current research into the manner in which the CCSS Listening and Speaking objectives may be assessed on interim tests.
- Explorations into the manner in which CBAS may be able to interact with clicker systems to gather responses.
- Two forms of a test (Form 1 and Form 2) with the same name have the same items in different orders – makes cheating harder to do.
Testing Window:

- Students may take any test from their grade at any time during the year.
- Additionally, tests from the grade above and the grade below can be used.
- Tests may be used up to 3 times per test taker.
- Open year-round.

Distribution of Account Information:

- Each DTC can request account information for his/her schools and will be responsible for distributing it to the schools.
- Credentials will be delivered via fax to DTCs.
Student Pre-Registration:

- We continue to use the PSIS system.
- We will always need a bit of September to get through the beginning-of-the-school-year issues. (Hopefully, many fewer issues than last year…)

Common Core State Standards

- Development on the CBAS item bank was suspended until the adoption of the Common Core State Standards is completed.
- The alignment study required us to re-constitute of the current CBAS items within the context of the CCSS for future use. Item bank development has begun.
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Updates for 2011-2012

Grade 9 Mathematics

- 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.

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CBAS Grade 9 Reading

- The CBAS Grade 9 Reading assessment effort is awaiting the implementation of the ELA CCSS. Version 17 of these standards were presented to us last week and are under review across the nation.
- CBAS Grade 9 Reading Lead: Dr. George Michna

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Updates for 2011-2012

Reporting

- Changes in reporting await CCSS development

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Additional Information

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