



Learning Map

Exploring the Ecosystem of the Smarter Balanced Assessment System to Enhance Alignment of Classroom Instruction and Assessment Practices

title	SBAC Interim Assessments & Tools for Teachers
creator / email	Michigan Assessment Consortium assistant@michiganassessmentconsortium.org
intended audience	Teachers, Teacher Teams, School Leadership, District Leadership
purpose	<p>The effective use of evidence of student learning is a critical component for educators engaged in an ongoing continuous improvement process. The purpose of this SBAC Interim Assessments & Tools for Teachers (TfT) learning map is to provide educators with a deeper understanding of Smarter Balanced Interim Assessment Blocks (IABs) and Interim Assessment Focused Blocks (Focused IABs).</p> <p>Participants will explore how these resources and instructional tools can be used to create a more balanced classroom assessment system to support learning. Educators will also explore the SBAC Tools for Teacher websites' suite of standard-aligned instructional tools and resources to support/enhance classroom instruction and assessment.</p> <p>These resources can support teachers in providing differentiated lessons and learning activities to address the various needs of the students in the classroom; with the goal of continuously improving student learning.</p>
learning outcomes	<p>Through the study and use of readily available instructional and assessment resources within this SBAC Interim Assessment & Tools for Teachers Learning Map, educators will deepen their understanding of:</p> <ul style="list-style-type: none"> • The elements of a balanced assessment system, focused on the

	<p>classroom setting.</p> <ul style="list-style-type: none"> • The potential use of the Smarter Interim suite of Assessments to monitor learning along the way and to verify student achievement, using the following: <ul style="list-style-type: none"> ○ Interim Assessment block(s) (IABs) ○ Focused Interim Assessment Block(s) (Focused IABs) • The tools and resources included in the SBAC Tools for Teachers website can help enhance daily instruction as part of the assessment for learning process.
<p>success indicators</p>	<p>Upon completion of the SBAC Interim Assessment Blocks & Tools for Teachers Learning Map, learners will gain:</p> <ul style="list-style-type: none"> • Enhanced understanding of balanced assessment systems, within the classroom setting, through appropriate use of interim assessments, as well as increased use of assessment for learning to advance student achievement. • Increased knowledge to support further implementation of the formative assessment process. • Deeper understanding of the different types of Smarter Balanced Interim Assessments; including the Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (Focused IABs). Educators will learn how these IABs can be utilized in flexible ways to elicit student evidence as a tool used as a part of instruction or used to gather student evidence to understand what instructional focus(es) are needed to advance the learning of all students. • Increased understanding of how to access the Tools for Teacher website to locate differentiated lessons and resources, to meet the needs of the diverse learners within their classroom. • Access to high quality, aligned, and vetted instructional resources and materials, as well as processes to help educators monitor and advance student learning. This will support educators in developing a BAS within the classroom that balances the assessment of learning along with the focus on assessment for learning which will continuously nudge student learning forward.
<p>rationale</p>	<p>A balanced approach to assessment in a classroom environment, with a strong emphasis on the Formative Assessment Process, is essential for the improvement of student learning. A strong foundation of how all levels of an assessment system work together will support teachers in implementing a balanced approach to assessment within their classroom.</p> <p>The Smarter Interim Assessments (IABs) and the Tools for Teachers instructional website can support teachers in accessing and using tightly aligned, vetted materials, to make high-quality instructional decisions for the students in their classroom, to ultimately advance student learning as a part of the continuous improvement process.</p>
<p>IMPORTANT</p>	<p>Each participant will need access credentials to use the Smarter Balanced Assessment Consortium website. Each district's assessment</p>

NOTE:

coordinator will be responsible to grant access to the website through the state's DRC Insight portal.

Once logged in, select the "my applications" dropdown and then select "Tools for Teachers" link under the Category: SBAC. This will bring you to the landing page of the platform.

Hover over and click the left-hand navigation menu to explore the various categories found on the website. When finished exploring, select "logout" at the bottom of that same navigation menu.

Inter-session work

Prior to the introduction to this Learning Map

Each participant will access to the Smarter-Balanced Assessment Consortium website @ <https://smarterbalanced.org/> as the assigned inter-session work. Once logged into the system, participants will "Select Your Location" in the tool bar, at the top of the home page, and type in Michigan. Then select the button "Get Started". This will bring you to the home page. To login, select the "DRC Insight" (arrow). Each person will enter their district assigned unique username and will create and use their unique and secure password. Finally, select the sign in button to bring you to the SBAC secure portal.

Learning Map- SBAC Interim Assessments & Tools for Teachers- Session (two sessions) Time: 2.5 hrs. for each session

Facilitation: *This column provides an agenda outline for the module that includes bulleted facilitator moves.*

Process: *This column provides a space for participants to process their thinking along the way. Question prompts are included here - with space for responding to them.*

engage

Setting the Stage

- **Step 1:** Welcome! Introductions and reflections from previous sessions.
- **Step 2:** Inclusion Activity
- **Step 3:** Participants complete page 1 of the quick write **pre/post** activity (R #1) Goal is to make connections and note current state to enhance future state.

At the end of this learning map, participants will complete their post quick-write reflection.

Welcome - Norms, and Inclusion Activity

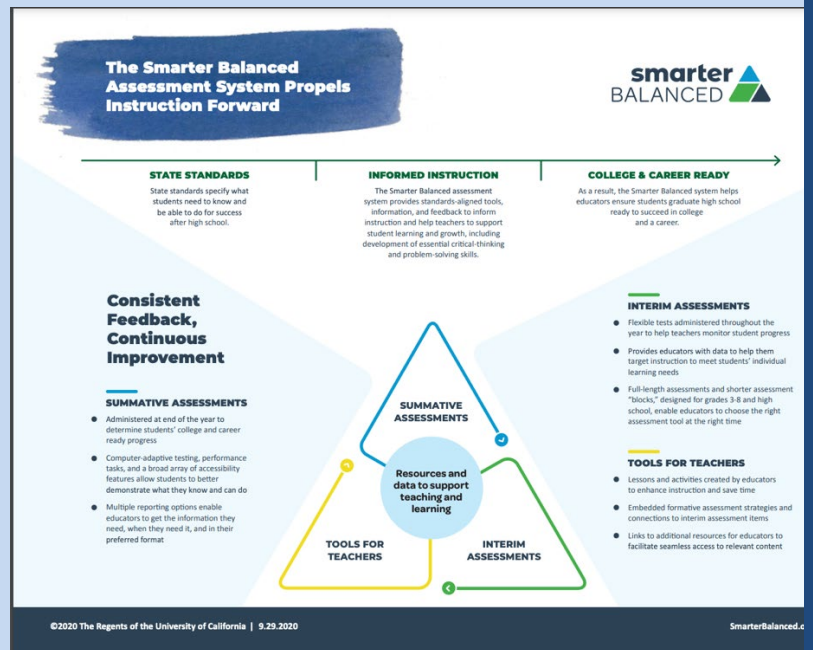
- SBAC Session PPT: Coming Soon
- Inclusion Activity (TBD)
- **R #1:** [Quick-Write Resource \(Pre/post activity\)](#)

explore

Setting the Stage with high level overview of the platform to build context and background knowledge (Intro)

- **Step 1:** Ask participants to take out **R #2** Noticing and Wondering document(s). Encourage participants to use these documents to record their “noticing’s and wonderings” as we explore the resources within this learning map.
- **Step 2:** As a group, review **R #3** SB 1-page graphic overview. Have group conversation around the graphic and then have individuals record their thinking on the Noticing and Wondering document **R #2**.
 - Specifically, ask participants to keep notes of ideas as to how the resources we explore may support them in achieving balance within their classroom assessment system.
- **Step 3:** Have participants locate resource **#7e**. Independently respond to the Question/prompt on page 1.
- **Step 4:** Whole Group Learning: Further high-level exploration of Interim Assessment Blocks & Tools for Teachers site.
 - **R #2:** Ask participants to pull out 2 copies of the “N&W” document. Have them write IABs on one of the documents and write TtT on the other.
 - Have participants read **R #4** (Focused IABs) and note ideas on N & W document.
 - **R #5:** Play SB Interim

Smarter Balanced Graphic (Resource #3)



Step 1: R #2: [Noticing and Wondering Document](#)

Step 2: R #3: [Smarter Balanced Graphic](#)

Step 3: Think Pair Share (Pre) Activity

- **R #7e:** [Interim Think Pair Share Activity](#)
 - Ask participants to independently respond to the question on p. 1. In writing explain how you think these images represent SBAC's interim assessment system. Be as specific as possible.

Step 4: Whole Group Interaction and Overview: Login into the system and lead exploration.

- **R #2:** [Noticing and Wondering Document](#) (need 2 copies of this document for this portion)
- **R #4:** [Focused Interim Assessment Blocks Handout \(FYI – 38 new Focused blocks released summer 2021 with a total of 118 Focused blocks available\)](#)
- **R #5:** Play [SB Interim Assessment Video](#)
 - Give time for participants to record N & W document before moving on to TtT.

Repeat same process with TtT content

- Review **R #6a:** [Tools for Teachers Overview Handout](#)

<p>Assessment Blocks Video. Repeat the same process with the Tft resources.</p> <ul style="list-style-type: none"> • R #6: Independently Read: Tools for Teachers Overview Handout and note ideas on N & W document. • R #6b: Play Tools for Teachers Video <ul style="list-style-type: none"> • Step 4: Direct instruction: Login to the system and provide navigating tips and/or answer questions throughout the exploration. 	<ul style="list-style-type: none"> • Play R #6b: Tools for Teachers Video <p>Step 4: Resources:</p> <ul style="list-style-type: none"> • Login credentials • Model how to navigate the system; ensure everyone can log into the system.
<p>extend</p> <p>Explain process Goals: Explore & Share Back</p> <p>Process: Web-Quest Activity and share back with other teams as a jigsaw learning activity.</p> <ul style="list-style-type: none"> • Step 1: Explain process and pre-assign individuals to one of the five different Web-quest activities. • Step 2: Distribute (or locate) corresponding materials needed for each pre-assigned WQ groups. Explain the Web-quest process and expectations. 	<p>*Ensure everyone has a DRC login access (after session 1 of FA Learning Map) *this will allow us, if needed, to trouble shoot access, prior to next inter-session assigned work.).</p> <ul style="list-style-type: none"> • Ensure everyone has successfully logged into the SBAC website during previous inter-session. • Use the SBAC Ecosystem Web-quest Final PPT to model learning task and group expectations. <p>Assign participants to one of the five small groups for Web-quest exploration activity which will be completed in virtual rooms, within the current session.</p> <p>Step 1: Explain Web-quest Process and Expectations</p> <p>Step 2: Distribute Web-quest and corresponding resources to each pre-assigned group, based on the specific Web-quest topic and the corresponding materials related to the specific assigned Web-quest.</p> <ul style="list-style-type: none"> • WQ Group 1 Topic: Tools for Teachers <ul style="list-style-type: none"> ▪ R #6: WQ 1: Instructional Tools for Teachers (Tft) ▪ R #6a: Tools for Teachers Overview ▪ R #6b: Tools for Teachers Video ▪ R #6c: Professional Learning (PL) Resource Smarter Balanced ▪ R #6d: Instructional Resource Quality Criteria • WQ Group 2 Topic: Interim Assessment System: <ul style="list-style-type: none"> • R #7: WQ 2: Interim Assessment System • R #7a: Understanding Smarter Balanced Interim Assessments • R #7b: IAB Use Introduction • R #7c: Interim 2021-2022 Assessment Overview • R #7d: SB Accessibility Accommodation

- **Step 3:** Explain process for Web-question exploration and expectations.
 - Each Team will explore their assigned Web-quest topic and corresponding materials.
 - Remind each group, that while the team is exploring, they need to gather samples and/or screen shots to support them during their share out process. Each team will be reporting out to the rest of the group their part of the jigsaw learning activity.
- **Step 4:** Share back learning with rest of the group.
- **Step 5: Explain Inter-session Work Assignment**
 - Each participant will use their inter-session time to explore, find, and use at least one instructional resource within their classroom between learning sessions. Each participant will be ready to share their resource and how it was used, with a small

[Overview](#)

- **R #7e:** [Interim Assessment Think Pair Share Activity](#)
- **R #7f:** [Interim Card Sorting Activity \(optional\)](#)
- **WQ Group 3 Topic: Interim Assessment Connection Playlist:**
 - **R #8:** [WQ 3: Interim Assessment Connection Playlist](#)
 - **R #8a:** [Interim Connection Playlist](#)
 - **R #8b:** [Interim Connection Playlist Sample G4 Lit. Text](#)
 - **R #8c:** [Interim Assessment Connection Guide](#)
- **WQ Group 4 Topic: Sample Item Website**
 - **R #9:** [WQ 4: Sample Item Website](#)
 - **R #9a:** [IAB Sample Item Portal 2021](#)
 - **R #9b:** [Interim Assessment Item Portal Link](#)
- **WQ Group 5 Topic: Content Explorer**
 - **R #10:** [WQ 5: Content Explorer](#)
 - **R #10a:** [Understanding Content Explorer](#)

Step 3: Session Exploration Team Time: Explain Team Process and Expectations for “[During Session](#) Team Exploration”

- Recommend that teams have some samples or screen shots to share while each team reports out to the whole group.
- Teams will share back with the whole group what they found on their exploration. Teams will make concrete connections as to how these tools and resources can help teachers achieve a balanced assessment system within a classroom. Each group will share what and how the resources can help teachers monitor and advance student learning.

Step 4: Teams will take turns sharing back, with the rest of the group, their Web-quest topic and will share resources and materials they found as a part of this collaborative learning activity.

Step 5: Explain Inter-session work: Each participant will be asked to go into SBAC website and explore the available Tools for Teachers Instruction Resources. Each participant will find at least one lesson/resource/activity that they will use with students between learning sessions. (Administrators will find one Professional Learning Resource to use with their staff.)

- **Note: Question to keep in mind when using and when planning your share-out:** How can these resources, materials, and processes help educators

breakout group, within this session.

- **Step 6:** Share out in small virtual groups what they found and tried within their learning context based on the assigned Inter-session work.

Next Steps: Setting the Stage

- **Step 7:** Explain the process for the next group activity. Teams will be given time to “dig deeper” as they explore both SBAC and MDE Content specific Documents, pertaining to their assigned content area.
- **Step 7a:** Divide participants into one of two groups (ELA or Math) and highlight the numbered resource each group will need to access for this activity.
 - **Group 1: ELA R #11a-j**
 - **Group 2: Math R #12a-i**
 - Share links to Content Specific Grade Level documents with each team.

Special Note: Exploration and Report Out Time:

- **R #2:** Each participant will document ideas learned, through the content exploration activity. Each team will review the specific SBAC/MDE content area

monitor and advance student learning, and/or supports a BAS that balances the assessment **of** learning along with assessment **for** learning that will effectively and continuously nudge student learning forward?

Step 6: During the upcoming session, each participant will showcase the resource they found and used for the inter-session learning task. Each person will provide a short overview of how they utilized the resource, within the classroom or with educators, and what take “aways” or “wonderings” they gained from the use of the materials and/or corresponding resources.

- **When sharing out, note:** How can these resources, materials, and processes help educators monitor and advance student learning, and/or support a BAS that balances the assessment **of** learning along with assessment **for** learning that can effectively and continuously nudge student learning forward?

Step 7: Digging Deeper: Review Assessment Content/Grade Level Documents

Step 7a: Content Area Team Time to Review SBAC and MDE Content Specific Documents

• (Group 1) SBAC ELA Materials:

- [Michigan ELA Standards](#)
- **R #11a:** [SBAC ELA Blueprint](#)
- **R #11b:** [SBAC ELA Claims](#)
- MDE ELA Resource By grade level #11c-i
 - **R #11c:** [MDE ELA Crosswalk 3rd Grade](#)
 - **R #11d:** [MDE ELA Crosswalk 4th Grade](#)
 - **R #11e:** [MDE ELA Crosswalk 5th Grade](#)
 - **R #11f:** [MDE ELA Crosswalk 6th Grade](#)
 - **R #11g:** [MDE ELA Crosswalk 7th Grade](#)
 - **R #11h:** [MDE ELA Crosswalk 8th Grade](#)
 - **R #11i:** [MDE ELA High School Crosswalk](#)
 - **R #11j:** [MDE Classroom Resources](#)
 - **R #13:** [Michigan Starting Smarter](#)

• (Group 2) Math Group Materials:

- [Michigan Math Standards](#)
- **R #12a:** [SBAC Math Blueprint](#)
- **R #12b:** [SBAC Math Claims](#)
- MDE Math Crosswalk Documents **R #12c-h**
 - **R #12c:** [MDE Math Crosswalk 3rd Grade](#)
 - **R #12d:** [MDE Math Crosswalk 4th Grade](#)
 - **R #12e:** [MDE Math Crosswalk 5th Grade](#)
 - **R #12f:** [MDE Math Crosswalk 6th Grade](#)

<p>documents, side by side, and record their “noticings” to support them during the group report out process.</p> <ul style="list-style-type: none"> • The second blank R #2 document should be used to record ideas learned from the other content group’s report-out time. 	<ul style="list-style-type: none"> ▪ R #12g: MDE Math Crosswalk 7th Grade ▪ R #12h: MDE Math High School Crosswalk ▪ R #12i: MDE Classroom Resources ▪ R #13: Michigan Starting Smarter
<p>Closing: reflect on learning and make connections between the three learning maps.</p> <ul style="list-style-type: none"> • Activity 1: R #1: Tft Map Quick Write Pre-Post Activity: Complete the POST section of the quick-write activity as a reflection of the learning gained throughout these learning sessions. • Activity 2: Participants will share, in small groups, their reflections around how these instructional resources, strategies and the use of the Interim Assessment Blocks (IABs) and/or Focused Interim Assessment Blocks (Focused IABs) can be used to support educators in creating a more BAS within their classroom, across their grade level, and/or within classrooms across the building and /or the district. • Activity 3: R #14 TQE Protocol Participants will personally document their thinking around how the Tft instructional resources and strategies, as well as the interim assessment blocks, can support them in creating a BAS within their classroom. This document will be shared with ABCA facilitators as their exit ticket for the final session. 	<p>Activity 1: Reflection Time: Quick-Write Post Activity</p> <ul style="list-style-type: none"> • R #1: Tft Map Quick-Write (Pre/Post) <p>Activity 2: Breakout “Zoom” Rooms: Participants will be placed into small groups to share their overall thoughts, ideas, strategies, take-ways they learned throughout these professional learning sessions.</p> <p>Activity 3: Document Thoughts, Questions, and Epiphanies. To support forward planning.</p> <ul style="list-style-type: none"> • R #14: TQE Protocol