NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	September 15, 2015
TIME:	7:30 PM
PLACE:	Lillis Administration Building – Room 2

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. CALL TO ORDER
2. PUBLIC COMMENT
   An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:
   A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
   B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.
3. DISCUSSION AND POSSIBLE ACTION
   A. Review and Approval of Curriculum
      1. PE Leader — Mr. Jason Arnauckas
      2. Keyboarding — Mr. Joshua Smith
      3. Sociology — Mr. Joshua Smith
4. ITEMS FOR INFORMATION AND DISCUSSION
   A. 2015 Assessment Update — Mr. Joshua Smith
   B. Adult Education Update — Mr. Joshua Smith
5. PUBLIC COMMENT
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6. ADJOURN

Sub-Committee Members:	**Mrs. Daniele Shook, Chairperson** Mrs. Angela C. Chastain Mr. Dave Littlefield Mr. David R. Shaffer
Alternates:	Mr. John W. Spatola Mr. David Lawson

The Committee on Learning curriculum

can be previewed in the

Office of the Deputy Superintendent.

Lillis Administration Building – Room #6

Office Hours: 8:00 a.m. – 4:00 p.m.

2015 Assessment Results

NEW MILFORD PUBLIC SCHOOLS
COMMITTEE ON LEARNING
SEPTEMBER 15, 2015

PRESENTED BY:
JOSHUA SMITH, DEPUTY SUPERINTENDENT
MICHAEL CLYNE, DISTRICT DATA COACH

Smarter Balanced Assessment

- The Smarter Balanced assessment is aligned to the Connecticut Core Standards for English Language Arts and Mathematics, for grades 3-8 and grade 11.
- The Smarter Balanced assessment replaced the CMT and CAPT.
- Members of the CT assessment team contributed significantly to the development of the Smarter Balanced assessment.
- Administered in spring 2015

Smarter Balanced Assessment

The new assessment measures learning in two ways:

Computer adaptive test

- Based on student responses, the computer program adjusts the difficulty of questions throughout the test
- Contains a variety of item types, such as multiple choice, write-in responses, and technology enhanced items (multiple choice or write-in items that use multimedia)

Performance tasks

- Activities that measure students' ability to apply knowledge and skills to a complex task
- Better measures of depth of understanding, research skills, and the ability to analyze information

Smarter Balanced Assessment - Scoring

Scoring:

Students receive an overall vertical scale score in each subject

Scores fall between achievement level 1 (lowest) and achievement level 4 (highest)

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Mathematics							
Level 4	2501-2621	2549-2659	2579-2700	2610-2748	2635-2778	2653-2802	2718-2862
Level 3	2436-2500	2485-2548	2528-2578	2552-2609	2567-2634	2586-2652	2628-2717
Level 2	2381-2435	2411-2484	2455-2527	2473-2551	2484-2566	2504-2585	2543-2627
Level 1	2189-2380	2204-2410	2219-2454	2235-2472	2250-2483	2265-2503	2280-2542
ELA/Literacy							
Level 4	2490-2623	2533-2663	2582-2701	2618-2724	2649-2745	2668-2769	2682-2795
Level 3	2432-2489	2479-2532	2502-2581	2531-2617	2552-2648	2567-2667	2583-2681
Level 2	2367-2431	2416-2472	2442-2501	2457-2530	2479-2551	2487-2566	2493-2582
Level 1	2114-2366	2131-2415	2201-2441	2210-2456	2258-2478	2288-2486	2299-2492

Smarter Balanced Assessment - Scoring

Level 1 = Does not meet the achievement level

Level 2 = Approaching the achievement level expected

Level 3 = Meets the achievement level expected

Level 4 = Exceeds the achievement level expected

Note: These achievement levels have absolutely no relationship to CMT/CAPT achievement levels used previously.

Smarter Balanced Assessment - Scoring

Students also receive a "performance indicator" for each area of knowledge and skills within a subject.

This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area.

For example:

Areas of Knowledge and Skill	Performance
Reading	Above Standard
Writing	At/Near Standard
Listening	Below Standard
Research/Inquiry	At/Near Standard

Smarter Balanced: **Areas of Knowledge and Skills Measured**

Mathematics		
Areas of Knowledge and Skills Measured:	Statement about Student Learning from which the Assessment was Built:	Targets
Concepts & Procedures	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency	11-16
Problem Solving:	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies	Reported Together
Modeling & Data Analysis	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems	
Communicating Reasoning:	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others	

SBAC Overview Math

Grade	New Milford	State	DRG
3	52.5%	48.0%	57.4%
4	38.9%	44.2%	54.5%
5	36.7%	36.9%	44.7%
6	42.6%	37.3%	45.2%
7	36.1%	38.8%	45.1%
8	31.4%	36.8%	44.1%
11	41.1%	30.6%	34.5%
Average	39.9%	38.9%	46.5%

SBAC Overview
Math - Subgroups

Subgroup	Total Number of Test Takers in New Milford	New Milford Pass Rate	State Pass Rate
High Needs	358	23%	16.4%
English Learners	63	7.9%	7%
Students with disabilities	250	11.2%	8.2%
Hispanic	224	21%	17.3%
African American	47	21.3%	13.9%

Smarter Balanced: **Areas of Knowledge and Skills Measured**

English Language Arts		Targets
Areas of Knowledge and Skills Measured:	Statement About Student Learning from which the Assessment was Built	
READING Literary (fiction) & informational (nonfiction) texts	The student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts	14
WRITING - Organization & Purpose - Evidence & Elaboration - Conventions	The students can produce effective and well-grounded writing for a range of purposes and audiences	10
LISTENING	The students can employ effective listening skills for a range of purposes and audiences	1
RESEARCH	The student can engage in research and inquiry to investigate topics	3

SBAC Overview
Reading / Language

Grade	New Milford	State	DRG
3	60%	54%	63.6%
4	48%	55%	65.4%
5	63%	59%	66.8%
6	55%	56%	66%
7	43%	57%	64.3%
8	45%	54%	62.4%
11	54%	53%	55%
Average	52.6%	55.4%	63.3%

SBAC Overview
Reading / Language- Subgroups

Subgroup	Total Number of Test Takers in New Milford	New Milford Pass Rate	State Pass Rate
High Needs	401	35.7%	30.6%
English Learners	62	12.9%	10.1%
Students with disabilities	257	15.7%	14.6%
Hispanic	222	33.4%	32.8%
African American	47	31.9%	30.3%

SBAC Summary

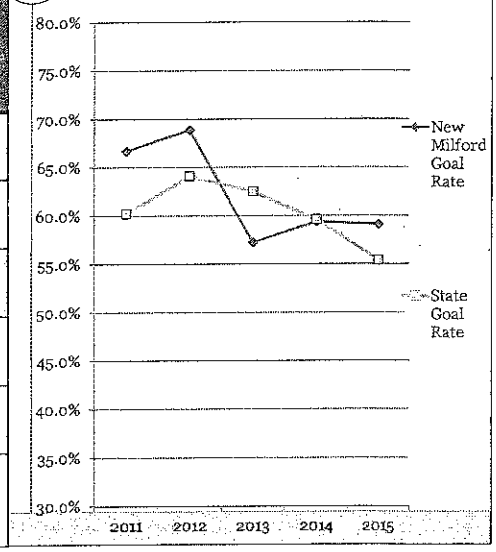
- Year of data. These are snapshots, not trends
- Regardless of the test and the validity of the questions, comparing to the State and DRG provides some frame of reference.
- The instructional shifts we are making are on target and in the appropriate areas.
- Our subgroup performance was at or above State averages and helps refine our improvement efforts.
- Cross referencing student performance on the MAP assessment and the SBAC can highlight student growth and mastery of grade level standards.

Connecticut CMT / CAPT Assessments

Overview: In 2014-15 the Connecticut Mastery Test (CMT) is the standard assessment administered to students in 5th and 8th grade for Science. In 2014-15 the Connecticut Academic Performance Test (CAPT) is the standard assessment administered to students in 10th grade for Science.

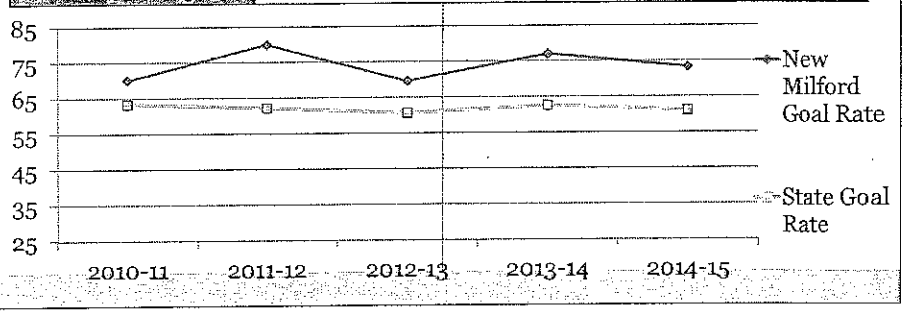
Science CMT Results
Grade 5

	Mean Score	Percentage of Students Meeting Goal Range
2014-15	253	58.2%
2013-14	253.3	59.4%
2012-13	253.9	57.2%
2011-12	262.1	68.7%
2010-11	262.1	66.5%
2014-11 Avg.	257.9	63.0%



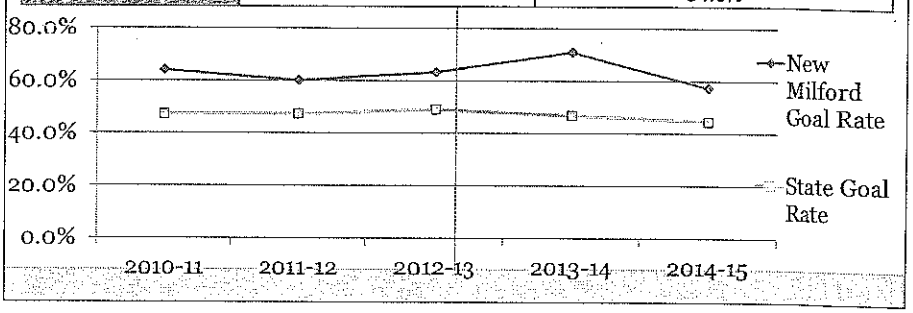
Science CMT Results
Grade 8

	Mean Score	Percentage of Students Meeting Goal Range
2014-15	265.9	73.3%
2013-14	268.7	77.0%
2012-13	259.7	69.4%
2011-12	271.1	80.0%
2010-11	259.5	69.9%
2014-10 Avg.	264.75	73.9%



Science CAPT Results
Grade 10

	Mean Score	Percentage of Students Meeting Goal Range
2014-15	276	57.4%
2013-14	287.2	71.0%
2012-13	281.4	63.3%
2011-12	277.2	60.1%
2010-11	283.6	64.0%
2014-11	282.4	64.6%



CMT / CAPT Summary

- From 2014 to 2015 the 5th grade mean score was constant and percent of students at goal rate decreased by 1.2%. Over same period of time, the state percentage of students at the goal rate dropped by 4.2%.
- In 8th grade the mean score and percentage of students at the goal rate is on par with district averages over the past 4 years. They exceeded the State's goal rate by 12.2% (73.3% to 61.1%).
- The 10th graders outperformed the state average by 12.9% (57.4% to 44.5%).
- The 10th grade mean score and percentage of students at the goal range was the district's lowest in the last 5 years, but the state also took an equivalent slide and the district maintained the gap over the State's average.

NWEA Map Math Assessment Performance

	Percentage of Students Above National Norms Fall	Percentage of Students Above National Norms Spring	Improvement
Kindergarten	51.0%*	53.8%	+2.8%
First	52.9%	60.3%	+7.4%
Second	45.0%	45.6%	+0.6%
Third	44.3%	49.1%	+4.8%
Fourth	42.9%	48.6%	+5.7%
Fifth	46.6%	59.1%	+12.5%
Sixth	41.5%	47.3%	5.8%
Seventh	43.2%	49.3%	+6.1%
Eighth	52.6%	57.8%	+5.2%
Average	***46.7%***	***52.3%***	***+5.6%***

* Indicates progress from December to May

NWEA Map Math Assessment Performance

	Percent of Students meeting RIT projection 2013-14	Percent of Students meeting RIT projection 2014-15	Overall RIT Improvement 2013-14	Overall RIT Improvement 2014-15
Kindergarten	59.6	64.4%*	106	127.3*
First	74.6	74.5	121.5	123.9
Second	64.8	53.2	117.2	105.2
Third	63.1	56.2	121.0	110
Fourth	49.5	57.5	90.8	109.3
Fifth	62.7	70.2	125.0	146.3
Sixth	54.7	61.9	103.3	128.3
Seventh	55.1	67.2	112.0	148
Eighth	55.7	61.9	100.0	142.5
Average	***60.0***	***62.8***	***110.8***	***126.7***

* Indicates progress from December to May

NWEA Map Reading Assessment Performance

	Percentage of Students Above National Norms Fall	Percentage of Students Above National Norms Spring	Improvement
Kindergarten	59.8%*	64.2%	+4.4%
First	58.6%	69.1%	+10.5%
Second	53.1%	63.8%	+10.7%
Third	58.9%	63.8%	+4.9%
Fourth	57.2%	60.4%	+3.2%
Fifth	57.9%	68.9%	+11.0%
Sixth	62.6%	63.7%	+1.1%
Seventh	49.3%	52.4%	+3.1%
Eighth	61.5%	61.7%	+0.2%
Average	***57.7%***	***63.1%***	***+5.4%***

* Indicates progress from December to May

NWEA Map Reading Assessment Performance

	Percent of Students meeting RIT projection 2013-14	Percent of Students meeting RIT projection 2014-15	Overall RIT Improvement 2013-14	Overall RIT Improvement 2014-15
Kindergarten	58.8	57.9*	112.5	115*
First	64.5	66.4	118.6	118.5
Second	54.4	62.7	103.2	118.2
Third	67.2	56.3	135.6	119.6
Fourth	49.5	65.1	91.2	131.9
Fifth	57.0	69.6	111.8	143.1
Sixth	48.0	65.4	90.0	145
Seventh	57.8	60.4	129.4	148.6
Eighth	52.2	57.2	60.0	143.3
Average	***56.6***	***62.9***	***105.8***	***133.5***

* Indicates progress from December to May

MAP and SBAC take-aways

- Can see growth even when students do not make it to the goal threshold
- Data correlates to the weaknesses in curriculum.
- The information supports our known areas for growth and the changes we have instituted.
- Looking at student growth through multiple data points helps teachers better meet the instructional needs of students.

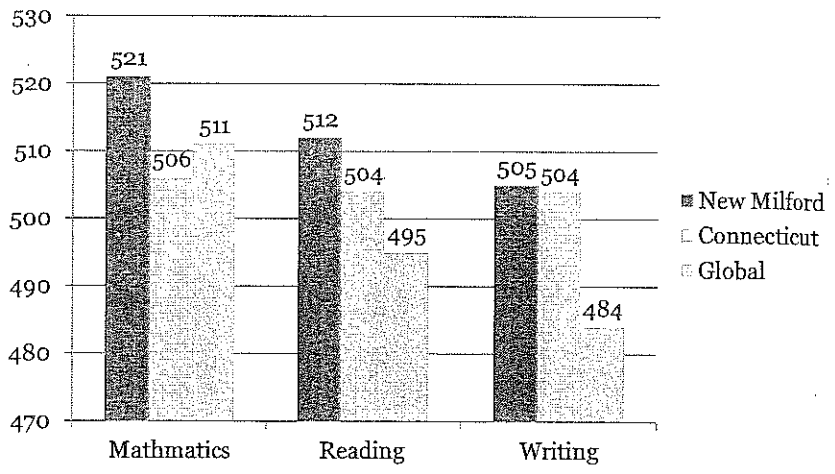
NWEA MAP Summary

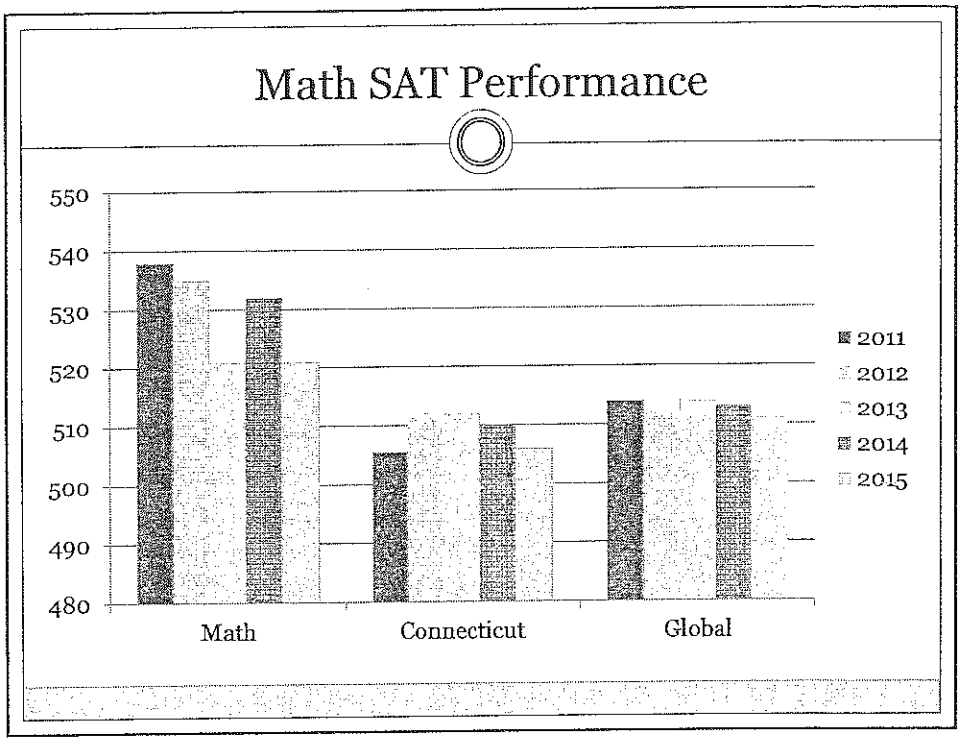
- The number of overall students meeting their projections in reading and math both improved from 2013-14 to 2014-15, increasing by 2.8% in math and 6.3% in reading. The percentage increase amounts to 75 additional students meeting their projection in math and 160 in reading in kindergarten through eighth grade.
- All students growth from kindergarten through eight grade improved as well. In math it rose by almost 16% and in reading it increased by nearly 28%. The overall growth that happened in both math (126.7%) and reading (133.5%) far exceeded the NWEA projection of 100%.

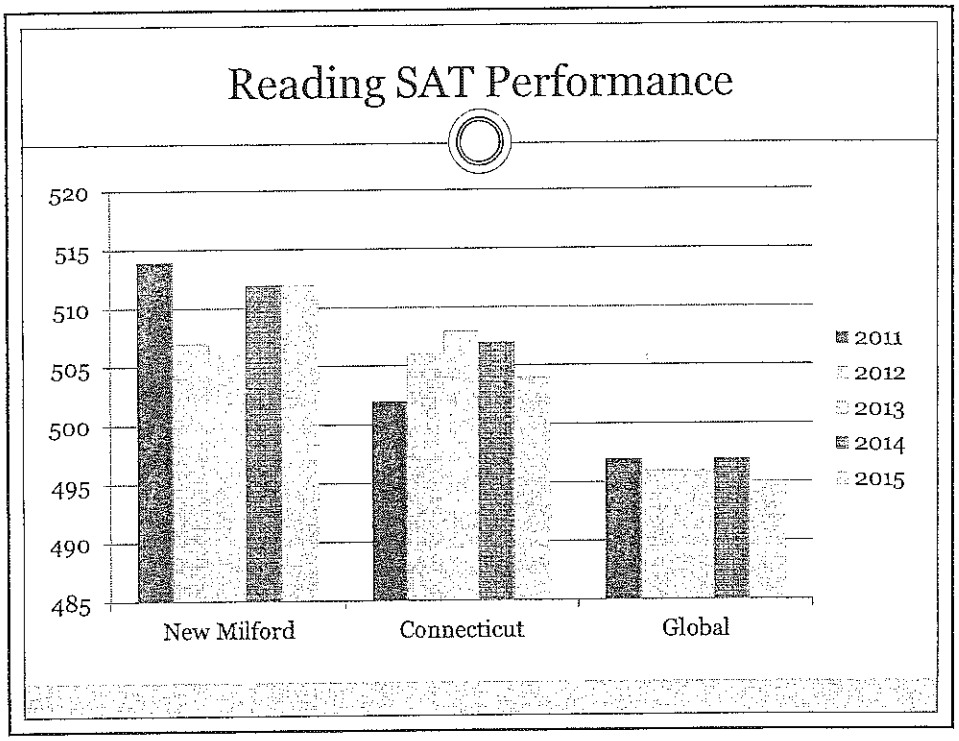
SAT

Overview: The SAT and SAT Subject Tests are designed to assess your academic readiness for college. These exams provide a path to opportunities, financial support, and scholarships, in a way that's fair to all students. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

2015 SAT Performance




Math SAT Performance
550
540
530
520
510
500
490
480
Math
Connecticut
Global
2011
2012
2013
2014
2015


Reading SAT Performance
520
515
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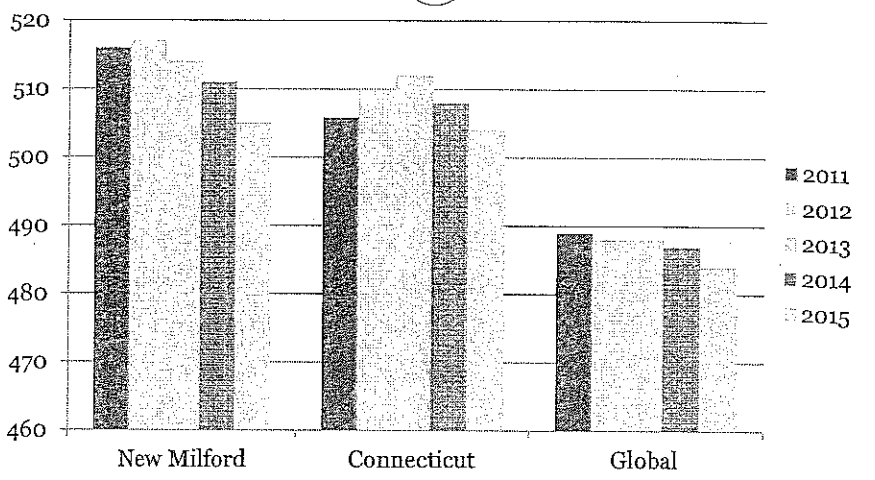
New Milford
Connecticut
Global
2011
2012
2013
2014
2015

Writing SAT Performance



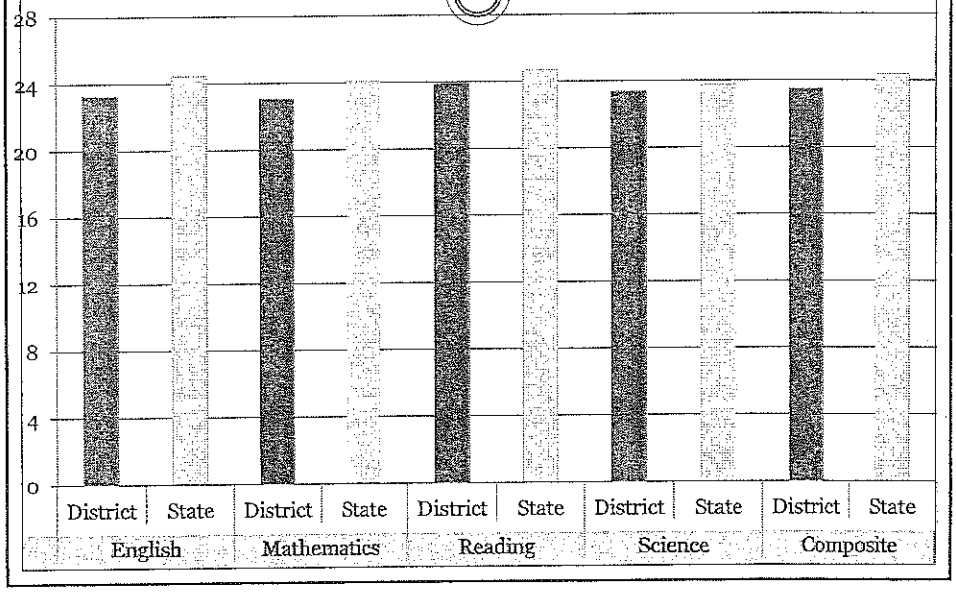
SAT Summary

- Last year of the current version
- Decline over time is due in part to a growing gap between curriculum objectives and the assessments and part of the reasoning behind the new test.
- Same trend across the state.
- It is happening globally, but the lower average and large number of tests taken at the global level lessen the effect

ACT

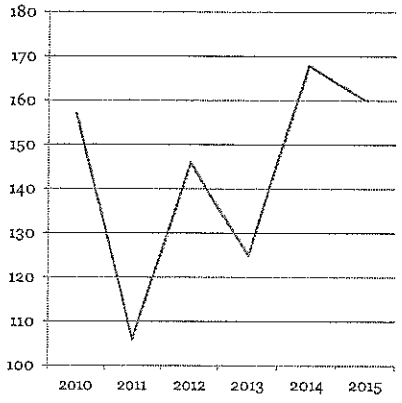
Overview: The ACT college readiness assessment is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science. Test scores reflect what students have learned throughout high school and provide colleges and universities with excellent information for recruiting, advising, placement, and retention.

2015 ACT Performance

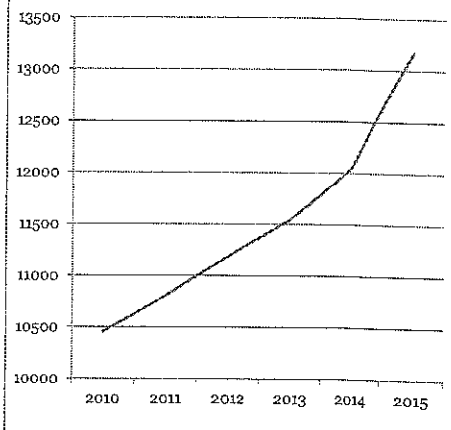


ACT Participation Rate

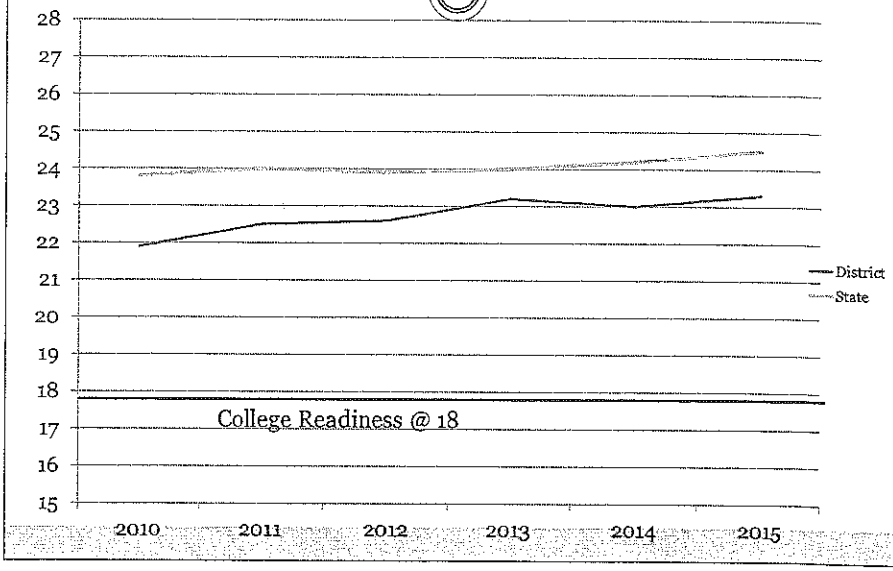
New Milford ACT Participation

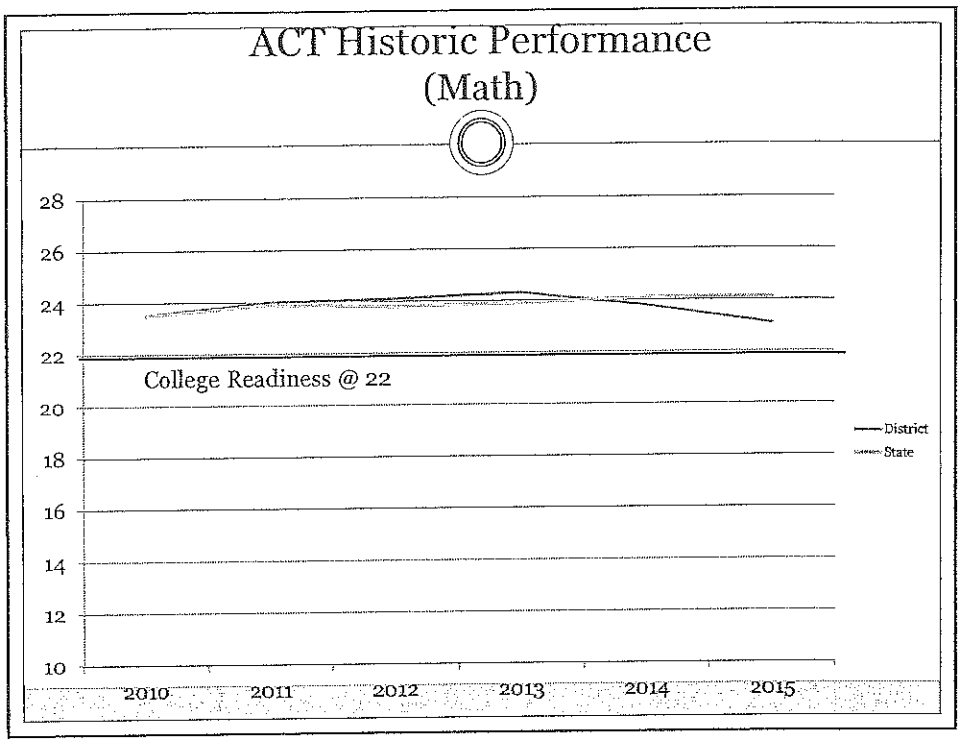


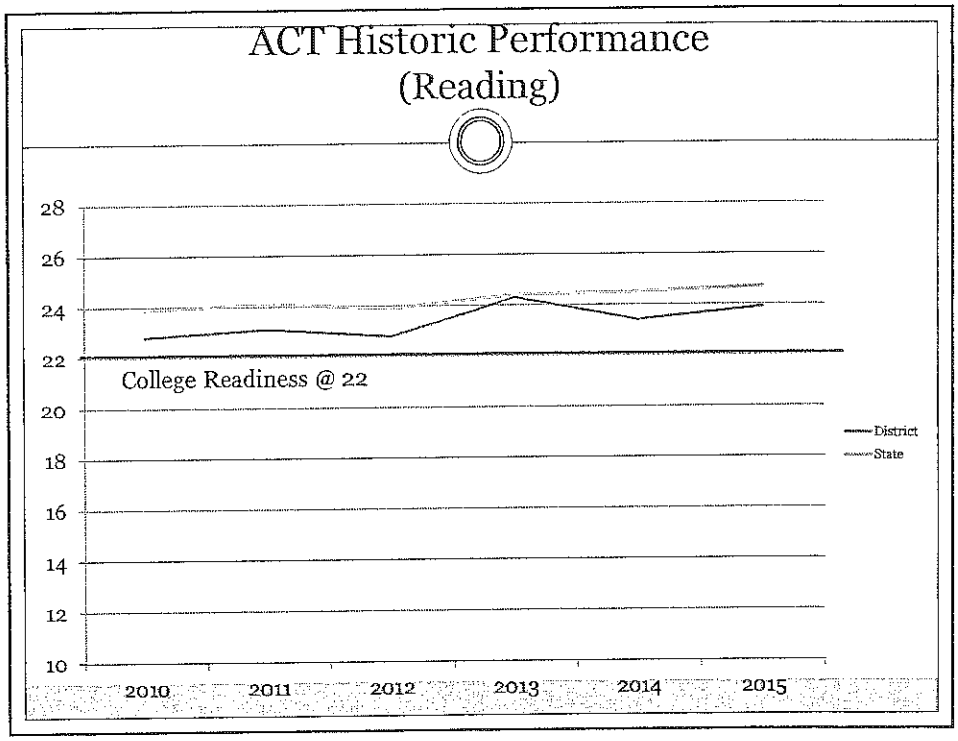
Connecticut ACT Participation



ACT Historic Performance (English)




ACT Historic Performance
(Math)
28
26
24
22
20
18
16
14
12
10
College Readiness @ 22
2010
2011
2012
2013
2014
2015
District
State


ACT Historic Performance
(Reading)
28
26
24
22
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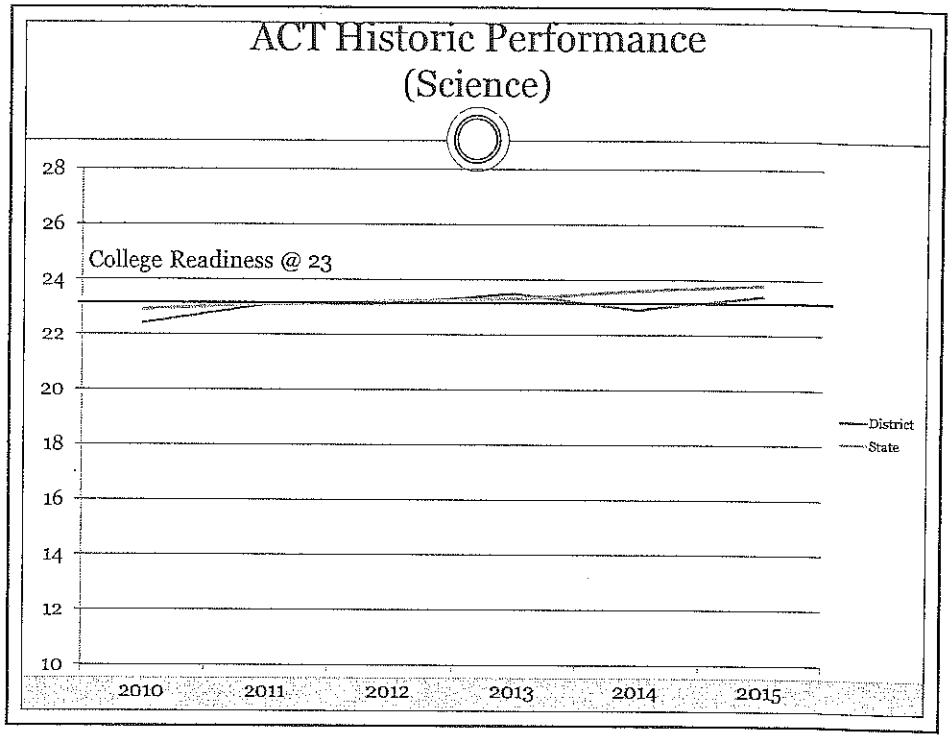
18
16
14
12
10
College Readiness @ 22
2010
2011
2012
2013
2014
2015
District
State


ACT Historic Performance
(Science)
College Readiness @ 23
28
26
24
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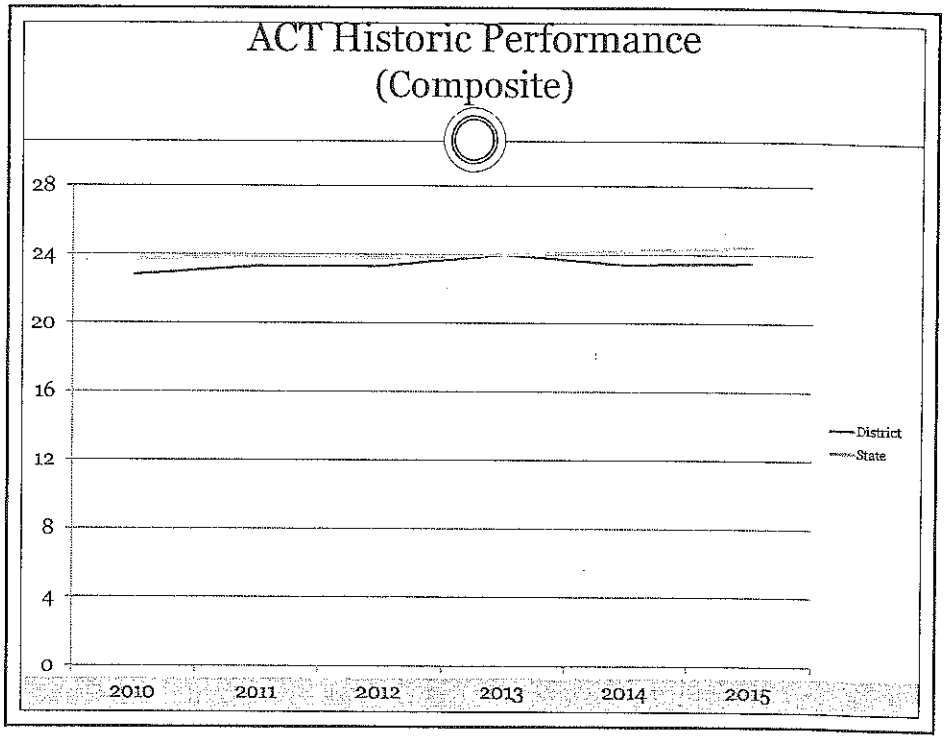
14
12
10
2010
2011
2012
2013
2014
2015
District
State


ACT Historic Performance
(Composite)
28
24
20
16
12
8
4
0
2010
2011
2012
2013
2014
2015
District
State

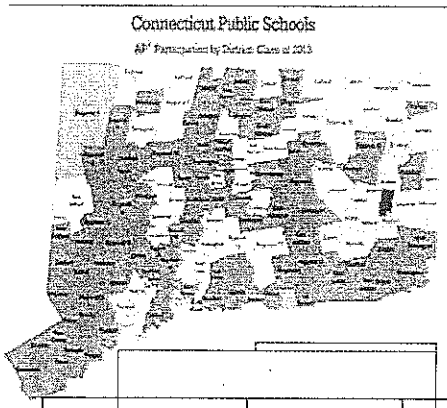
ACT Summary

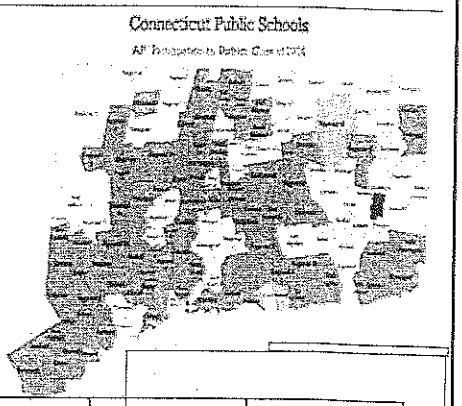
- Number of test takers varies over time as do the individuals who take it.
- The reasons for taking the ACT are broad. Some students take it instead of the SAT, others take both.
- Not traditionally an assessment taken by our students, but growing numbers are taking it.
- Our ACT average scores did rise in 4 of the 5 areas (Reading, English, Science and Composite).
- All average scores hovered around the state averages and our average score in all areas is above the college readiness index as well.

Advanced Placement Courses

- Advanced Placement courses are more challenging opportunities for students to take college level course work in high school.
- With successful completion of the Advanced Placement course and exam, students have an opportunity to potentially earn college credit or opt out of basic college coursework.
- There have been numerous studies that link participation in AP courses to college graduation rates. In some cases students that participate in AP classes are 20%-60% more likely to graduate college*.
- Students who take an AP course are more likely to be successful in their freshman year of college and return for their sophomore year.

* http://collegeready.rice.edu/ap-and-college-readiness
http://files.eric.ed.gov/fulltext/ED519365.pdf





	2013	2014-	2015	2016
>30%	57%	61%		
20-29%	19%	22%		
< 19%	24%	17%		
New Milford AP Test Participation Rate (Senior Class)	81 / 346 23%	82 / 338 24%	90 / 340 26%	90 / 336 27%*

*Unduplicated number of tests completed by the end of Junior year

US News

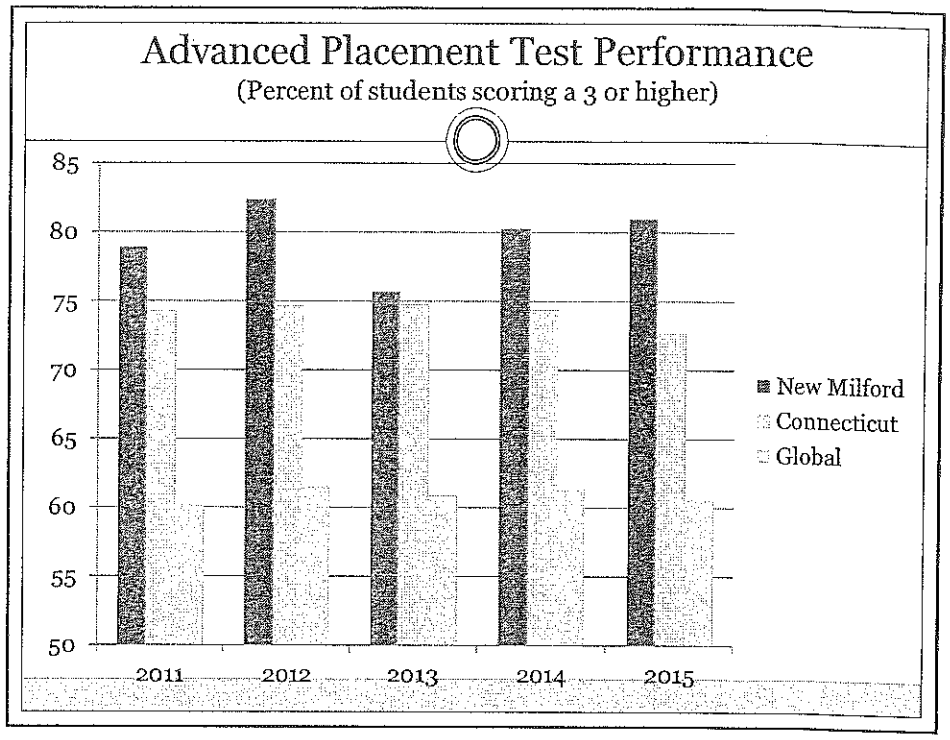
Overview: US News and World Reports has created a metric for gauging the preparedness of high school students for their first two years of college. It references multiple assessments, enrollments in college level courses (IB and AP), student performance on corresponding exams, and overall student demographic information.

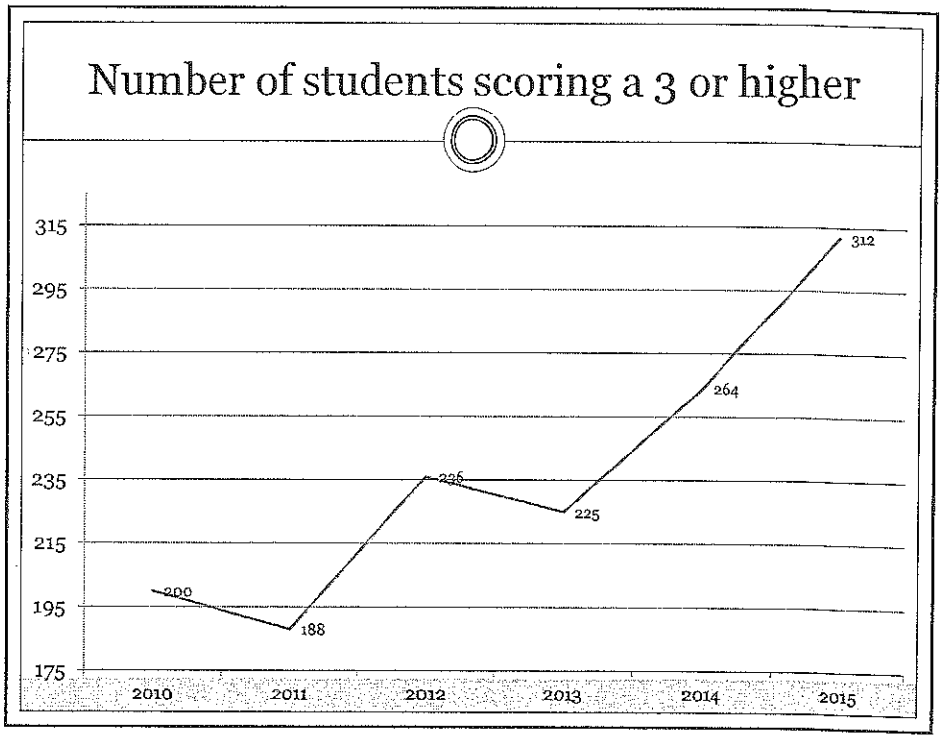
http://www.usnews.com/education/best-high-schools

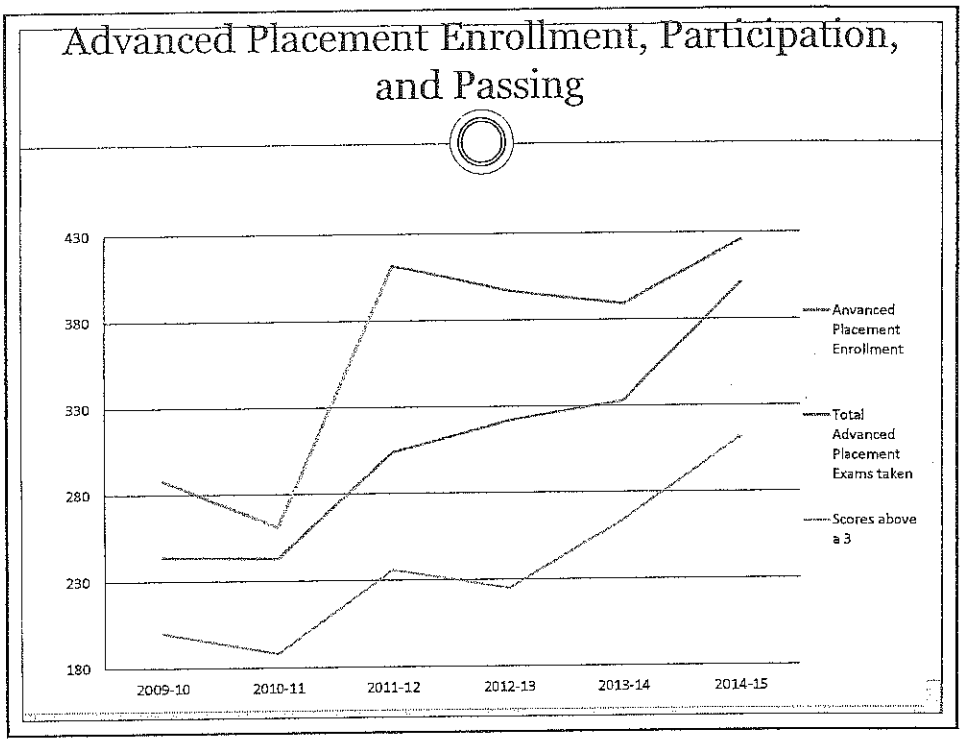
AP District Comparison

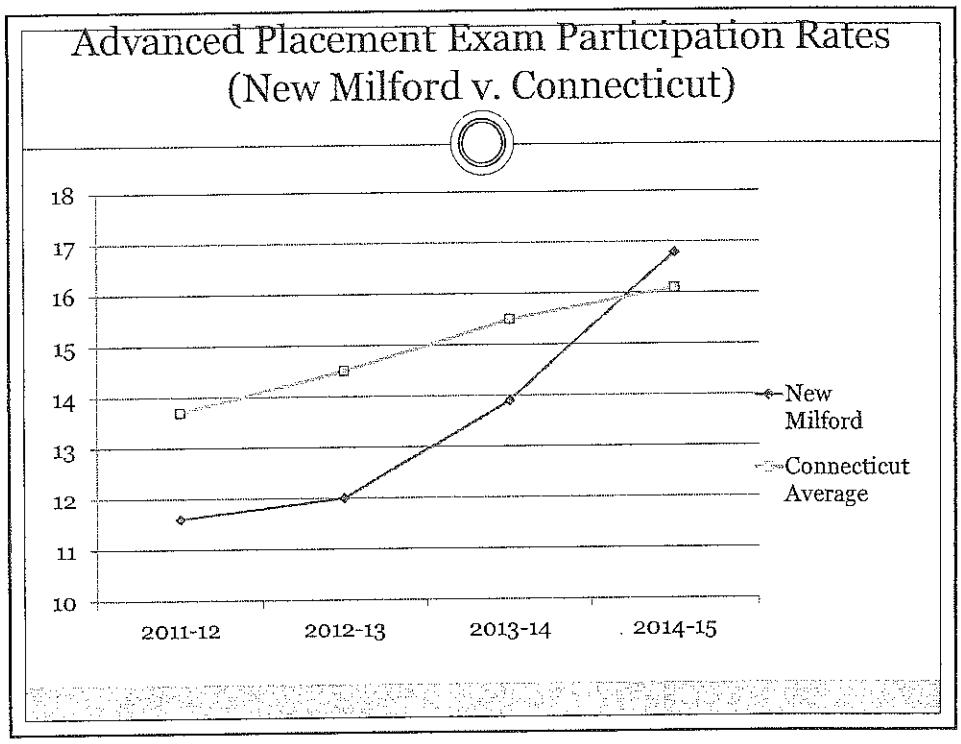
School District	College Readiness Score (US News) 2014 / 2015		AP Participation (% of entire school) 2014 / 2015		AP Pass Rate 2014 / 2015	
New Milford	18.7	25	13.9%	16.8%	80.3%	81%
Connecticut Average	n/a	n/a	15.5%	16.1%	74.4%	72.7%
Bethel (DRG)	33.5	34.7	21.9%	22%	62.3%	70.7%
Southington (DRG)	28.2	32.7	12.4%	15%	76.9%	79.9%
Danbury (GEO)	29.7	31.6	20.8%	20.4%	54.2%	48%
New Fairfield (GEO)	43.9	44.6	24.0%	27%	60.6%	58.3%
Newington (DRG)	26.8	27.8	17.9%	17%	69.2%	70.2%
Norwalk	26.5	29.8	17.5%	17.7%	58.3%	50.8%

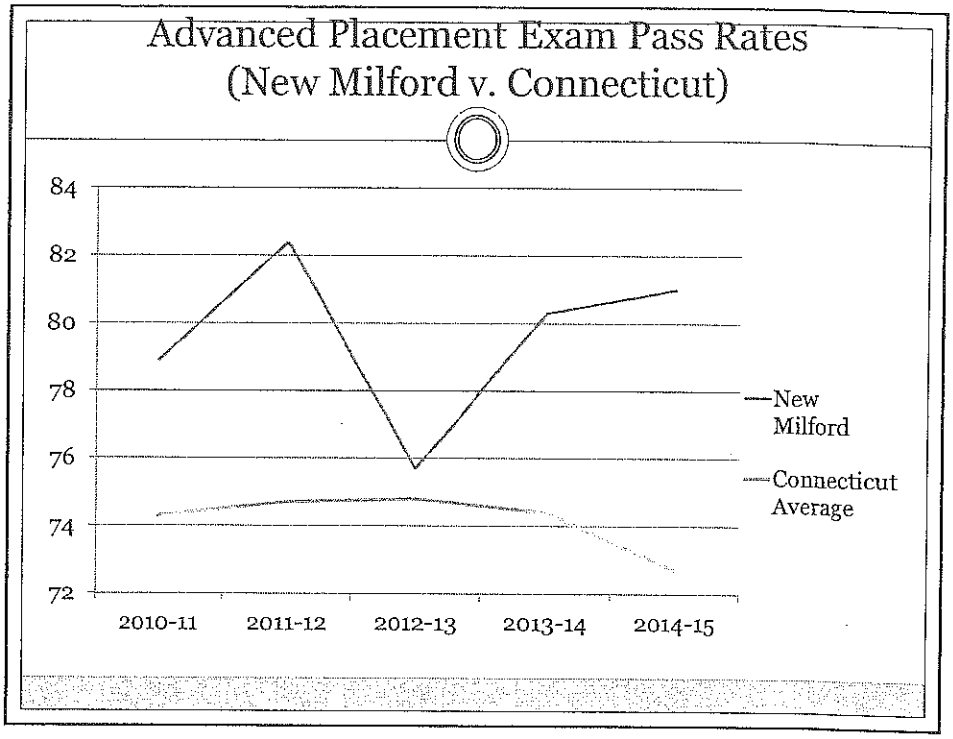
	Enrollment		AP Tests Taken		Percent Passing	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Studio Art	2	n/a	1	n/a	100%	n/a
English Language Comp	25	42	28	39	89%	69%
English Literature	15	22	11	19	100%	89%
Psychology	24	22	20	22	100%	91%
US Government/Politics	19	11	14	11	86%	64%
US History	59	37	57	36	56%	75%
World History	n/a	40	n/a	40	n/a	90%
Calculus AB	54	24	48	24	88%	71%
Calculus BC	n/a	15	n/a	15	n/a	100%
Computer Science	22	17	16	16	63%	44%
Statistics	33	45	22	43	55%	81%
Biology	38	39	38	39	97%	90%
Chemistry	14	24	14	25	50%	76%
Physics	26	36	24	35	88%	57%
French	9	5	2	5	100%	100%
German	13	6	13	5	69%	100%
Spanish	15	11	11	11	100%	91%
Total	389	426	333	401	80.3%	77.8%

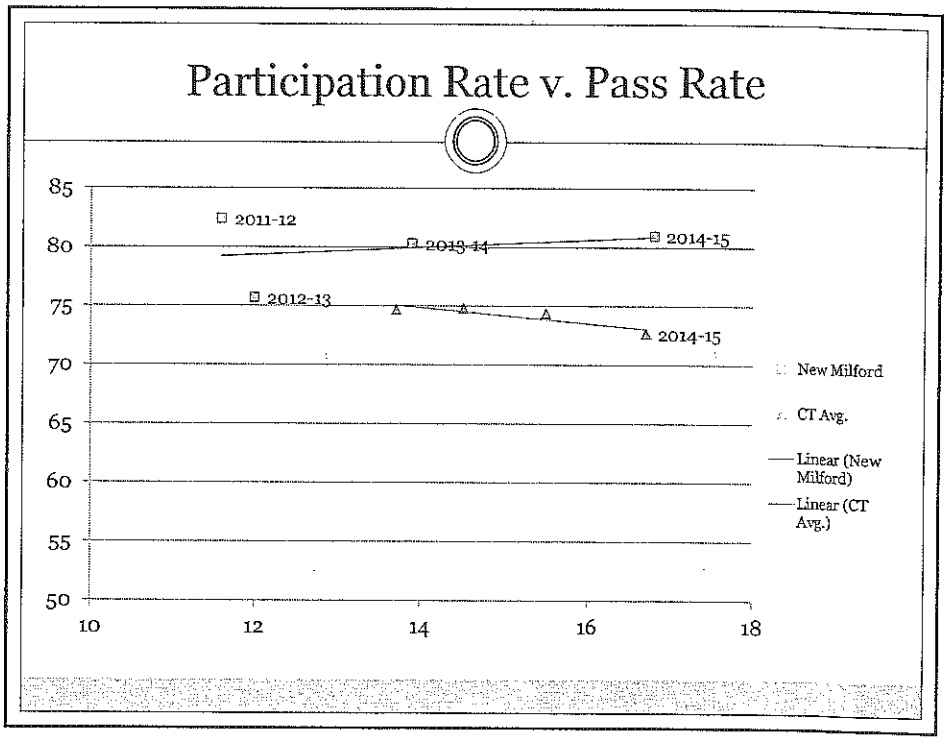

Advanced Placement Test Performance
(Percent of students scoring a 3 or higher)
85
80
75
70
65
60
55
50
2011
2012
2013
2014
2015
New Milford
Connecticut
Global


Number of students scoring a 3 or higher
315
295
275
255
235
215
195
175
2010
2011
2012
2013
2014
2015
200
188
236
225
264
312

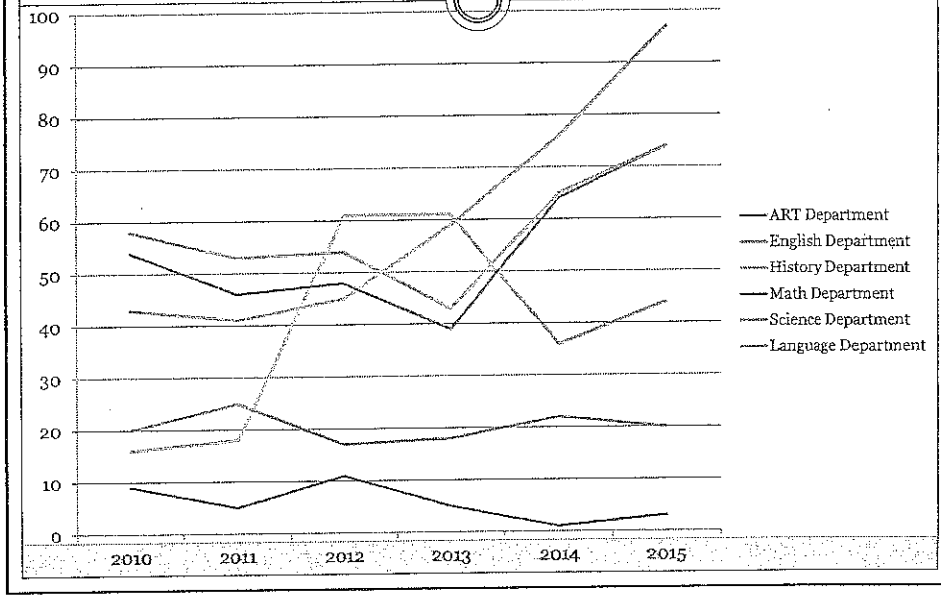

Advanced Placement Enrollment, Participation, and Passing
430
380
330
280
230
180
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
Anvanced Placement Enrollment
Total Advanced Placement Exams taken
Scores above a 3


Advanced Placement Exam Participation Rates (New Milford v. Connecticut)
18
17
16
15
14
13
12
11
10
2011-12
2012-13
2013-14
2014-15
New Milford
Connecticut Average


Advanced Placement Exam Pass Rates
(New Milford v. Connecticut)
84
82
80
78
76
74
72
2010-11
2011-12
2012-13
2013-14
2014-15
New Milford
Connecticut Average


Participation Rate v. Pass Rate
85
80
75
70
65
60
55
50
10
12
14
16
18
2011-12
2013-14
2014-15
2012-13
2014-15
New Milford
CT Avg.
Linear (New Milford)
Linear (CT Avg.)

Number of students scoring a 3 or higher by department



Advanced Placement Summary

- Statewide participation rate rose by 6%, in New Milford it rose by 12%
- We had our **highest participation rate to date and the highest number of exams passed.**
- We improved from an 80% to an 81% passing rate, even as the number of exams taken and number of students participating increased from 333 to 401.
- The sophomore and Junior classes had new highs in test participation and last year's seniors had higher participation and pass rates than previous classes.
- The state average dropped from 74.7% to 72.7%, in part due to the 6% increase in the participation rate. Our expectation was that New Milford would see a similar trend and that we would see a drop in the overall pass rate as more students participated, this was not the case. As our participation rate and passing rate both increased.

Improvement Initiatives 9-12

- Improving access to AP courses provides more students with college level content
- The ACT is content based and instruction in higher level academic classes correlates to performance on the ACT
- Increasing rigor in all classes increases content knowledge to all students even if they do not enroll in an Advanced Placement course.
- The alignment of the ACT, SAT and Smarter Balanced will allow for instruction to better align with college readiness expectations.

Improvement Initiatives 9-12

- SAT Prep Course
  - All Juniors enrolled
- PSAT Participation for all grade 10 students
- Guidance Counsellors and Teachers currently being trained on new SAT structure
- Waiting state direction on SAT replacing Smarter Balanced Assessment

Improvement Initiatives 3-8

- Year two of K-6 Math program
- Piloting the grade 7 version of the Math program
- Continue to improve SRBI process
- Extended WIN groups to all k-5 students
- Improved evaluation and analysis of student achievement information
- Added instructional resources to teachers
- Professional Development around calibration of expectations and understanding of grade level standards
- Standards based report cards in grades K-5

Improvement Initiatives 3-8

- Reviewing grade alignment of literacy materials and expectations
- Improvement assessments to better align with grade level expectations and standards
- Added courses and resources like the PLTW course and K-8 STEM teacher
- More time for Professional Learning Communities and focused planning for instruction.

Sample Grade 5 Individual Student Report

CSDE

Student Name:	Jonathan Doe		
Grade:	05	School:	Demo Elementary School
Date of Birth:	05/20/2005	District:	Demo District
SASID:	1234567891	Test Date:	Spring 2015

Connecticut Smarter Balanced Summative Assessment Results

The 2015 Connecticut Smarter Balanced Assessment are new tests and replace the Connecticut Mastery Test (CMT) and or Connecticut Academic Performance Test (CAPT) in English language arts/Literacy and Mathematics. This report shows Jonathan's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

Scale Scores and Performance Levels

Overall scores in English language arts/Literacy and Mathematics are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

English Language Arts/Literacy

The overall English language arts/Literacy scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The English language arts/Literacy test assesses students' mastery of grade-level English language arts/Literacy in four areas of knowledge and skills aligned to the Connecticut Core Standards.

Four Areas of Knowledge and Skills

Reading
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Mathematics

The overall Mathematics scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses students' mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Three Areas of Knowledge and Skills

Concepts and Procedures
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Frequently Asked Questions

Where can I find more information about Connecticut academic standards and state assessments?

Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education Web sites (www.ctcorestandards.org and www.ct.gov/sde).

What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?

Each area is based on summary statement about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall score.

Where can I find more information about the Smarter Balanced Assessment System?

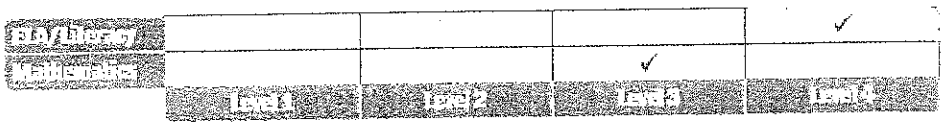
Information about the Smarter Balanced Assessment System is available at www.smarterbalanced.org.

Sample Grade 5 Individual Student Report – Page 2

Student Name:	Jonathan Doe		
Grade:	05	School:	Demo Elementary School
Date of Birth:	05/20/2005	District:	Demo District
SASID:	1234567891	Test Date:	Spring 2015

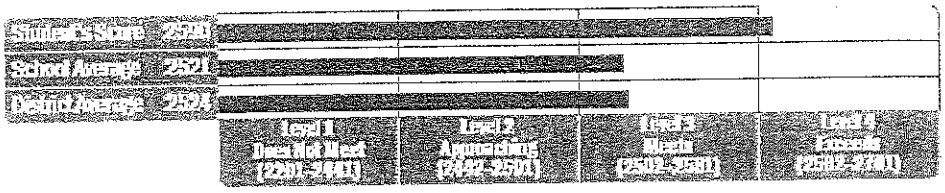
Overall Results

Jonathan scored at Level 4 on the English language arts/Literacy test and scored at Level 3 on the Mathematics test.



English Language Arts/Literacy Results — Jonathan's Total Scale Score = 2691 — (Scale Score Range 2514–2701)

Level 4: Exceeds the Achievement Level
Jonathan has exceeded the achievement level for English language arts and literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

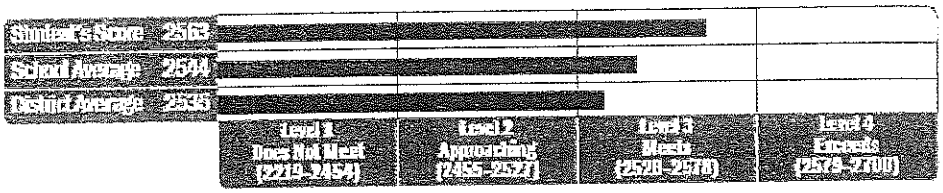


A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 2580 and 2600.

Areas of Knowledge and Skill	Performance
Reading	Above Standard
Writing	Above Standard
Listening	At/Near Standard
Research/Inquiry	Above Standard

Mathematics Results — Jonathan's Total Scale Score = 2563 — (Scale Score Range 2211–2701)

Level 3: Meets the Achievement Level
Jonathan has met the achievement level for Mathematics expected for this grade. Students performing at this level are demonstrating progress toward mastery of Mathematics knowledge and skills. Students performing at this level are on track for likely success in the next grade.



A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 2553 and 2573.

Areas of Knowledge and Skill	Performance
Concepts and Procedures	Above Standard
Problem Solving and Modeling & Data Analysis	At/Near Standard
Communicating Reasoning	Above Standard

Sample Grade 8 Individual Student Report

Student Name:	Jacqueline Doe		
Grade:	08	School:	Demo Middle School
Date of Birth:	05/20/2002	District:	Demo District
SASID:	1234567892	Test Date:	Spring 2015

Connecticut Smarter Balanced Summative Assessment Results

The 2015 Connecticut Smarter Balanced Assessment are new tests and replace the Connecticut Mastery Test (CMT) and or Connecticut Academic Performance Test (CAPT) in English language arts/Literacy and Mathematics. This report shows Jacqueline's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

Overall Scores and Performance Levels

Overall scores in English language arts/Literacy and Mathematics are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

English Language Arts/Literacy

The overall English language arts/Literacy scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The English language arts/Literacy test assesses students' mastery of grade-level English language arts/Literacy in four areas of knowledge and skills aligned to the Connecticut Core Standards.

English Language Arts/Literacy Areas

Reading
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Mathematics

The overall Mathematics scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses students' mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Mathematics Areas

Concepts and Procedures
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Frequently Asked Questions

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What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?

Each area is based on summary statements about the knowledge and skills students are expected to demonstrate on the assessment. Each sentence in a particular aspect of the Connecticut Core Standards. These narratives provide additional information about students' overall score.

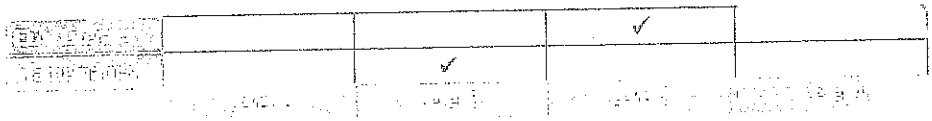
Where can I find more information about the Smarter Balanced Assessment System?

Information about the Smarter Balanced Assessment System is available at www.smarterbalanced.org.

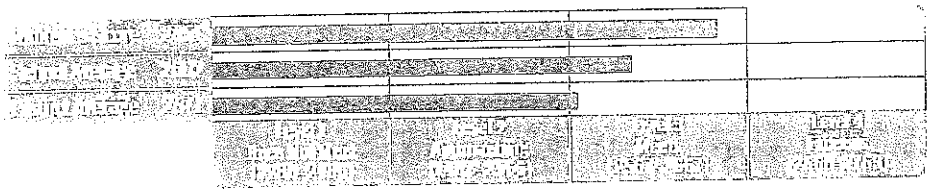
Sample Grade 8 Individual Student Report – Page 2

Student Name:	Jacqueline Doe		
Grade:	08	School:	Demo Middle School
Date of Birth:	05/20/2002	District:	Demo District
SASID:	1234567892	Test Date:	Spring 2015

Jacqueline scored at Level 3 on the English language arts/Literacy test and scored at Level 2 on the Mathematics test.



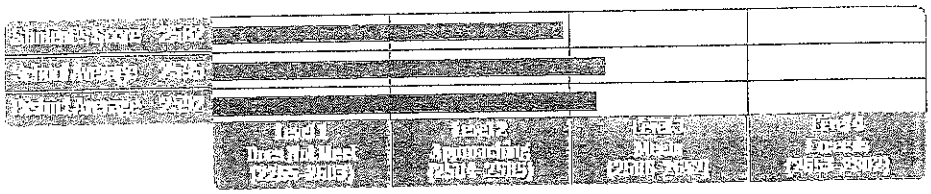
Level 3: Meets the Achievement Level
Jacqueline has met the achievement level for English language arts and literacy expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in high school and college coursework or career training.



A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jacqueline would receive a score between 2641 and 2661.

Areas of Knowledge and Skill	Performance
Reading	Above Standard
Writing	At/Near Standard
Listening	Above Standard
Research/Inquiry	At/Near Standard

Level 2: Approaching the Achievement Level
Jacqueline has nearly met the achievement level for Mathematics expected for this grade. Students performing at this level require further development toward mastery of Mathematics knowledge and skills. Students performing at this level will likely need support to get on track for success in high school and college coursework or career training.



A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jacqueline would receive a score between 2572 and 2592.

Areas of Knowledge and Skill	Performance
Concepts and Procedures	Above Standard
Problem Solving and Modeling & Data Analysis	Below Standard
Communicating Reasoning	At/Near Standard