Leveraging Target Level Results and the Content Explorer to Improve Student Learning

Once the majority of preliminary results have populated the Smarter Reporting System Dashboard, it is time to look at your target report. The target report shows collective student performance compared to performance at level 3 and compared to performance on the test as a whole. The steps below demonstrate a process for analyzing the target report and then using Content Explorer to better understand the standards and how they are assessed on the Smarter Balanced Assessment. The Content Explorer goes into detail about the parameters for questions. It also provides Task Models to understand how the standard is manifested on the assessment. By comparing your assignments and tests to the parameters, evidence requirements, Depth of Knowledge levels, stimuli characteristics, and task models, you can adjust your instruction, assignments, and assessments to help students reach mastery of the standards.

The steps below will guide you through that process. If you would like an individualized or group tutorial, please contact Catherine Matthews.

Index of Steps

Step 17 Content Explorer Resources help educators to understand the standards and the parameters of the standards. In turn, this leads to a better understanding of how the standard is manifested on an assessment. For example, in the English Language Arts, Claim 1, Target 3 Word Meanings, the Clarifications section explains: “Targeted vocabulary words and phrases should be **important to the text and worth assessing**. The targeted vocabulary words and phrases should be **one to two grade levels above testing grade**. If the targeted word/phrase is **used in a context that is different from what a student would normally encounter, it may be on grade level** (e.g., state, factor). Answer choices need to be on or below grade level.” Evaluating lessons, assignments, and assessments for this target against this clarification is critical. Students need experience determining the meaning of words above their grade level or at grade level in unfamiliar context to meet this standard.

Clarifications of the target is only one resource in the content explorer. Below are links to all that are available. These outline the required DOK, stimuli characteristics, evidence, and more.

- Target and Claim
- Standard
- Clarifications
- Range Achievement Level Descriptors
- Evidence Required
- Depth of Knowledge
- Allowable Item Types

Allowable Stimulus Materials

Key/Construct Relevant Vocabulary

Allowable Tools

Target-Specific Attributes

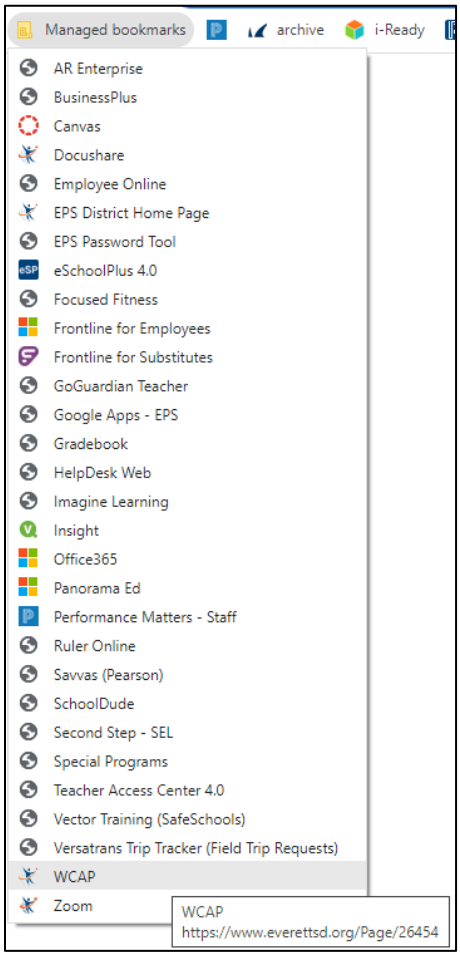
Accessibility

Task Models (There will be multiple for each target.)

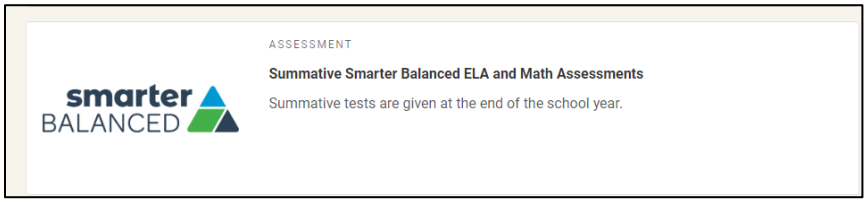
- Item Guidelines
  - Depth of Knowledge
  - Standards
  - Target Evidence Statement
  - Task Description
  - Stimulus
  - Examples: Task Models 1A, 1B, 2A, 2B, 3A, 3B, and 4

Process

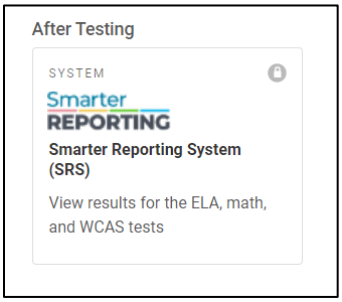
Step 1: Select WCAP under Managed bookmarks in a Chrome browser.



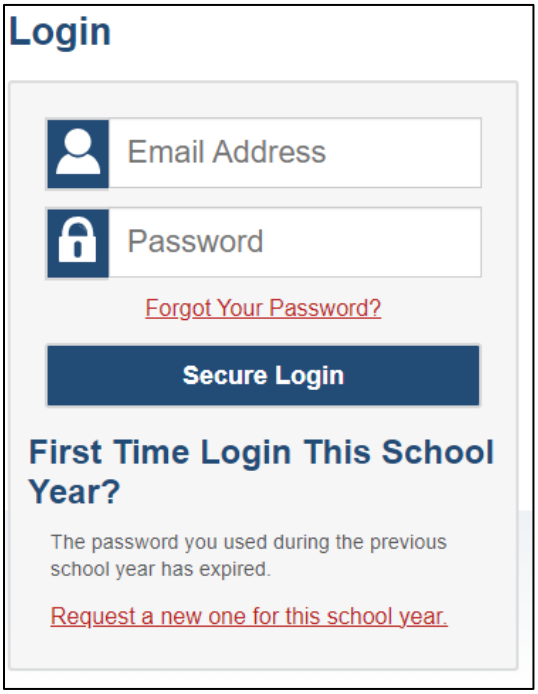
Step 2: Select Summative Smarter Balanced ELA and Math Assessments:



Step 3: Select SRS which is at the bottom of the page:

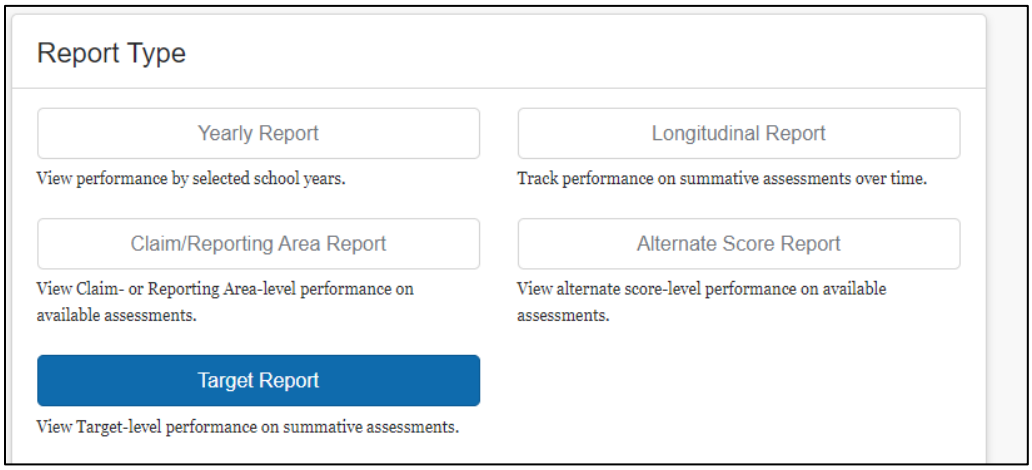


Step 4: Log in with your TIDE login:

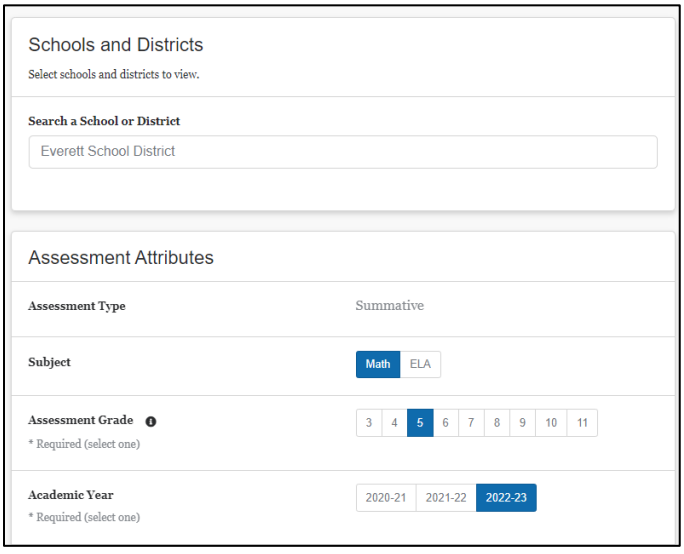


Step 5: Select Custom Aggregate Reports:

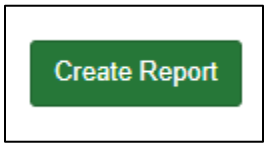
Step 6: Select Target Reports:



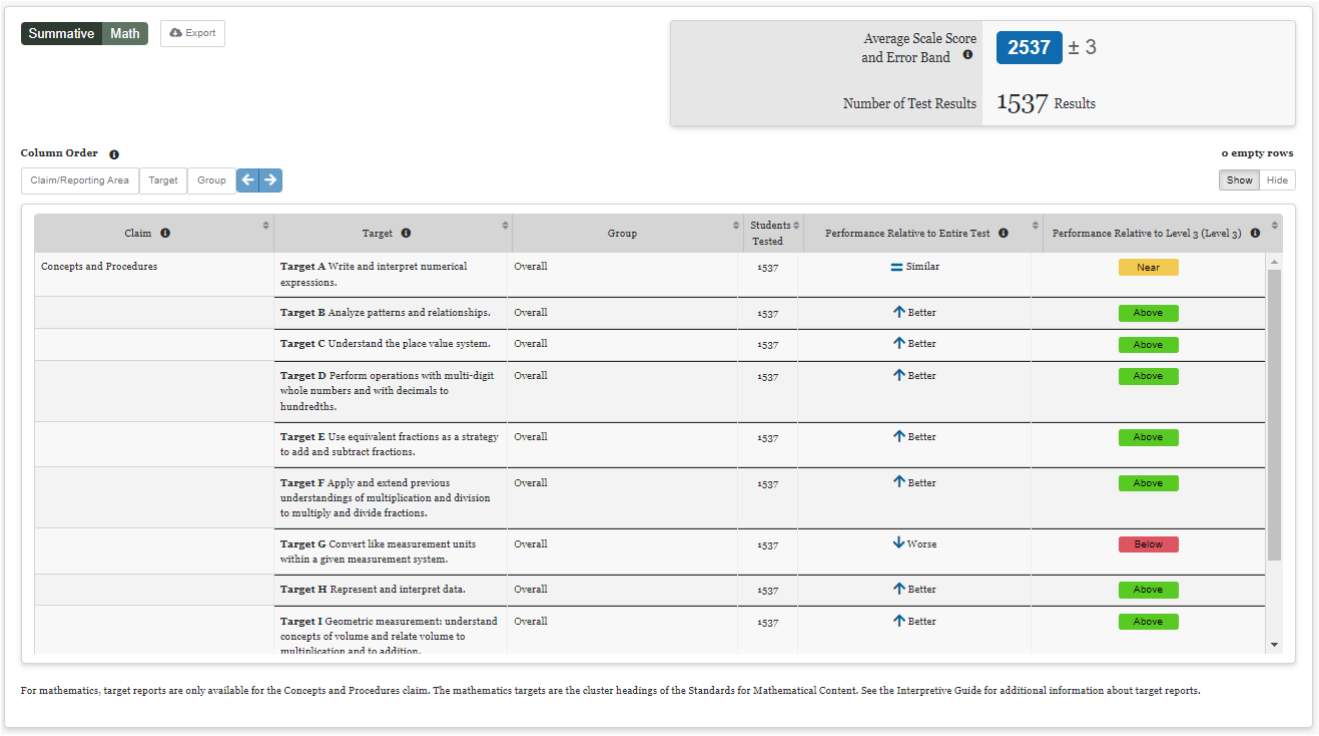
Step 7: Select your school, grade, and content area:



Step 8: Click Create report:



Step 9: Analyze your results. In this example, 5th grade students performed above level 3 in all but two target areas. One was near (+/- 1.5 SEM) and one was below. Targets which are below mastery should be a focus. In this case, it is "**Target G:** Convert like measurement units within a given measurement system. This is where Content Explorer comes in."

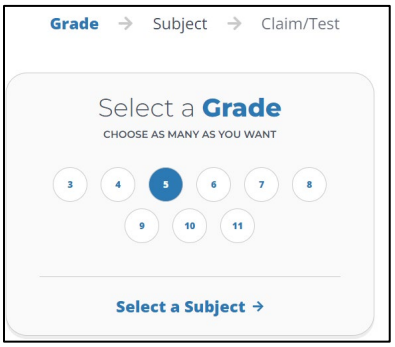


Claim	Target	Group	Students Tested	Performance Relative to Entire Test	Performance Relative to Level 3 (Level 3)
Concepts and Procedures	**Target A** Write and interpret numerical expressions.	Overall	1537	= Similar	Near
	Target B Analyze patterns and relationships.	Overall	1537	↑ Better	Above
	Target C Understand the place value system.	Overall	1537	↑ Better	Above
	Target D Perform operations with multi-digit whole numbers and with decimals to hundredths.	Overall	1537	↑ Better	Above
	Target E Use equivalent fractions as a strategy to add and subtract fractions.	Overall	1537	↑ Better	Above
	Target F Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Overall	1537	↑ Better	Above
	Target G Convert like measurement units within a given measurement system.	Overall	1537	↓ Worse	Below
	Target H Represent and interpret data.	Overall	1537	↑ Better	Above
	Target I Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Overall	1537	↑ Better	Above

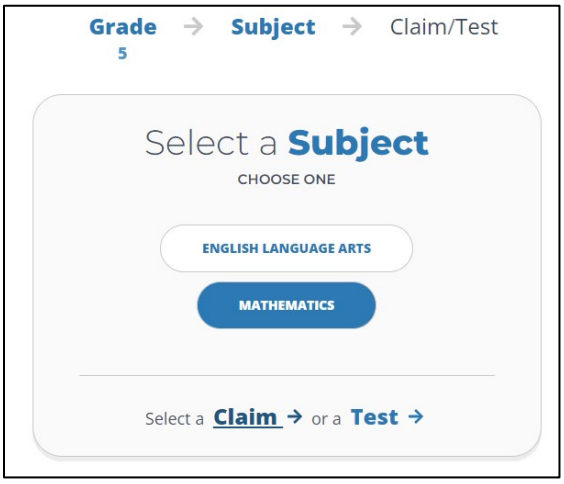
For mathematics, target reports are only available for the Concepts and Procedures claim. The mathematics targets are the cluster headings of the Standards for Mathematical Content. See the Interpretive Guide for additional information about target reports.

Step 10: Finding your target in Content Explorer at https://contentexplorer.smarterbalanced.org/ .

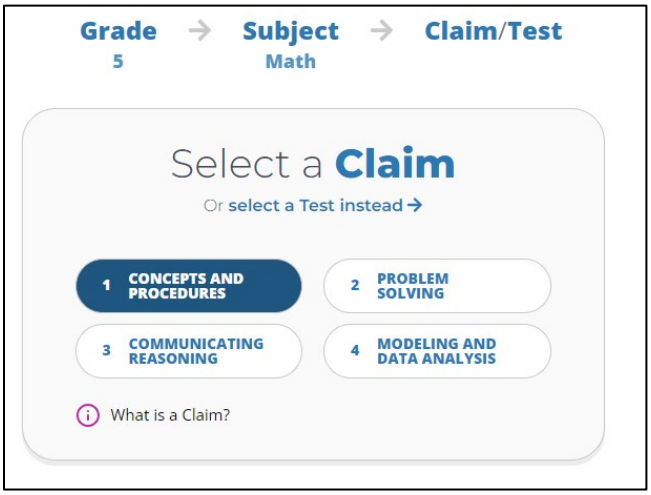
Step 11: Select your grade and subject:



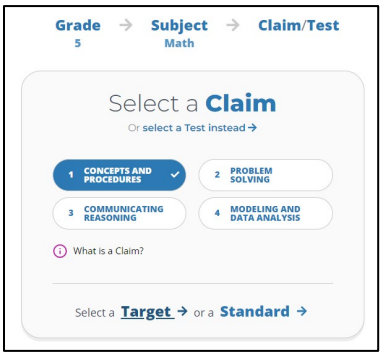
Step 12: Select Claim:



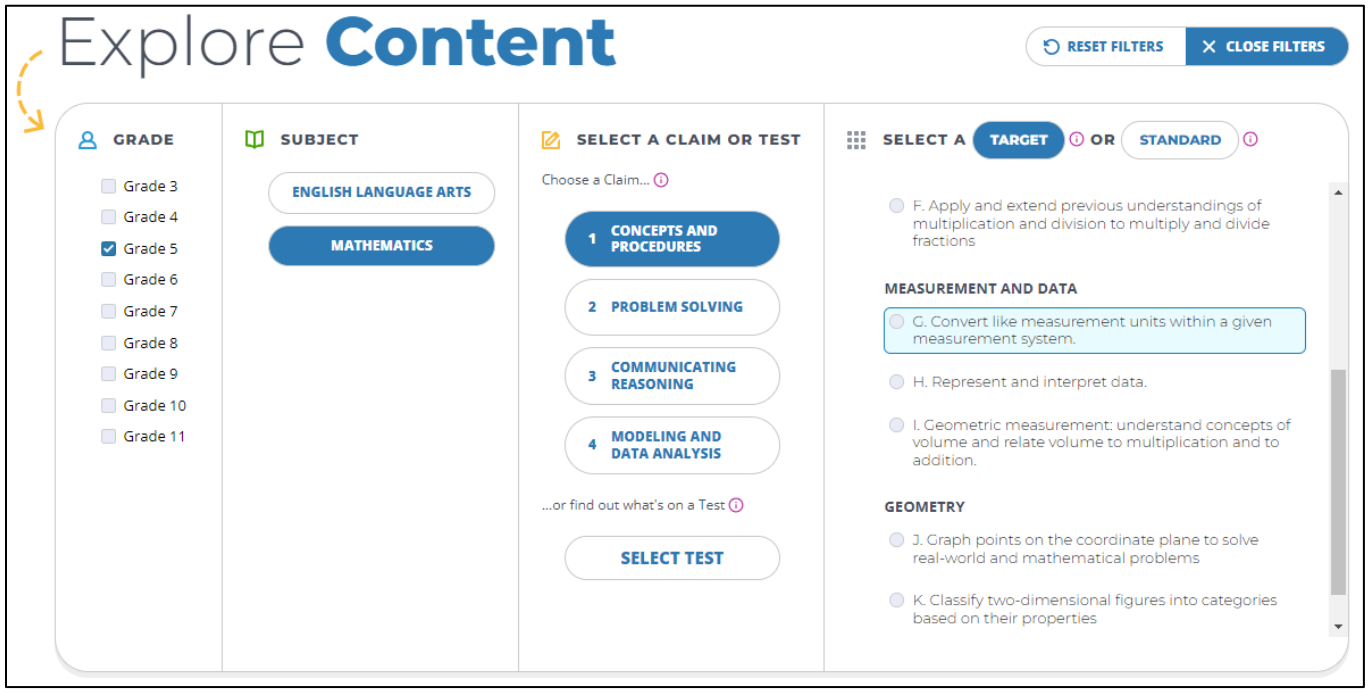
Step 13: Select the claim area related to the target you are exploring. We selected **Target G** Convert like measurement units within a given measurement system.



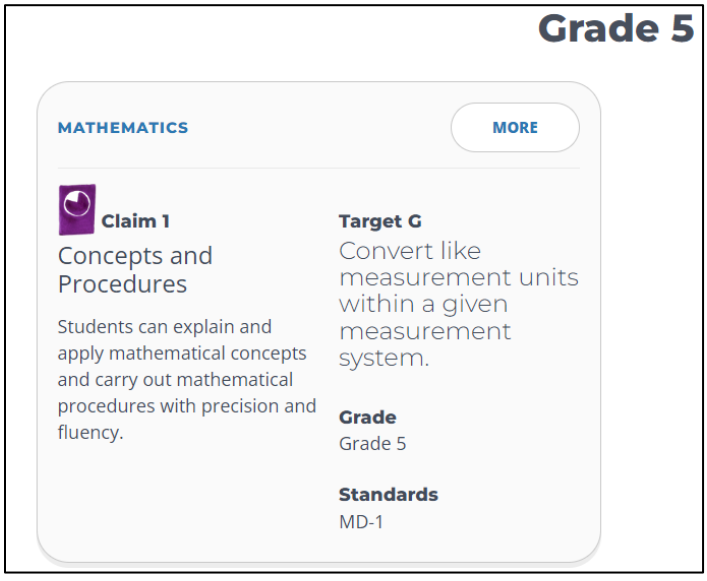
Step 14: Select Target:



Step 15: Find the target you are focusing on:



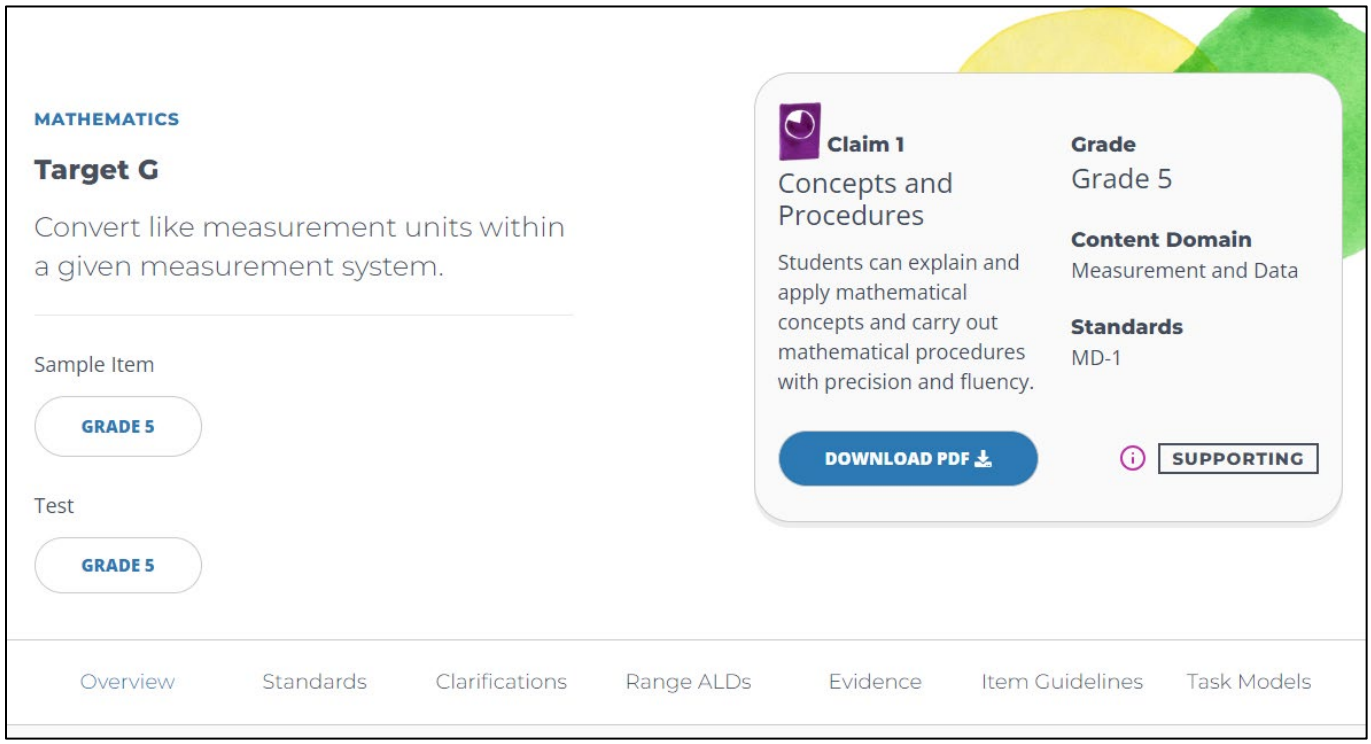
Step 16: Scroll down to the target and click MORE:



You may get an error message. If this happens, click your refresh arrow:

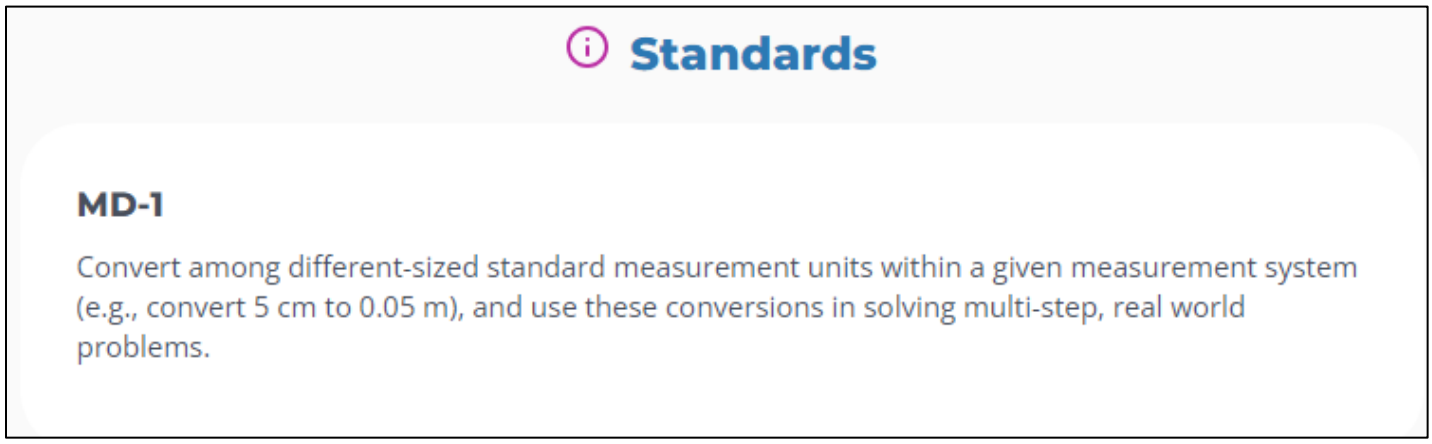
Step 17: Content explorer the resources

TARGET AND CLAIM



STANDARDS

Standards refer to the Common Core State Standards in English Language Arts or Mathematics. They describe the skills and knowledge that students should demonstrate at the end of each grade to ensure students progress through each grade on track and prepared academically for life, college, and a career after high school.

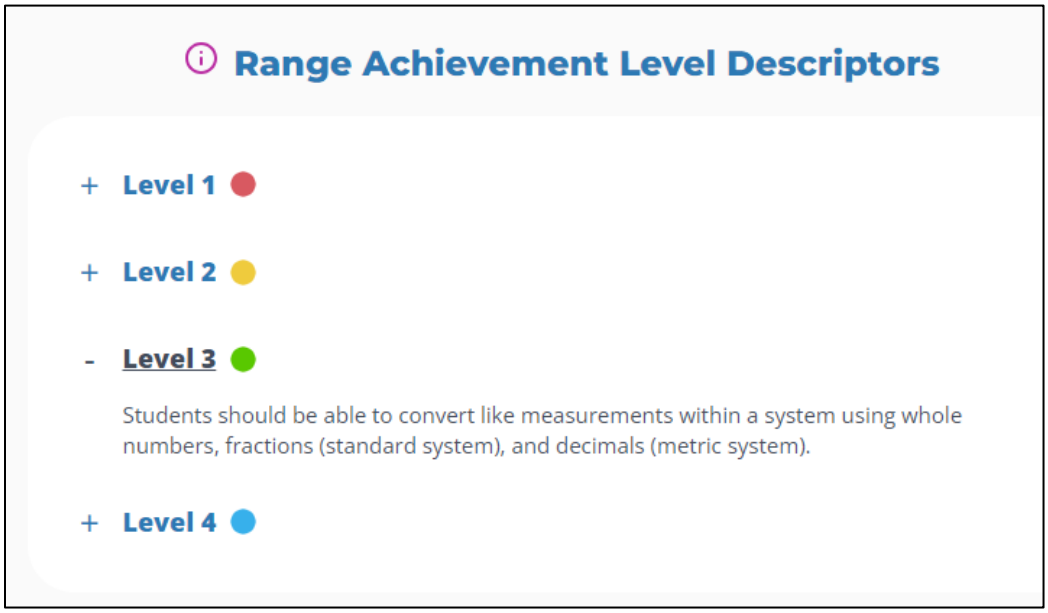


CLARIFICATIONS

A section of the Item Specifications that gives details about the skills being measured by each of the targets, sometimes providing additional notes to distinguish one target from others.

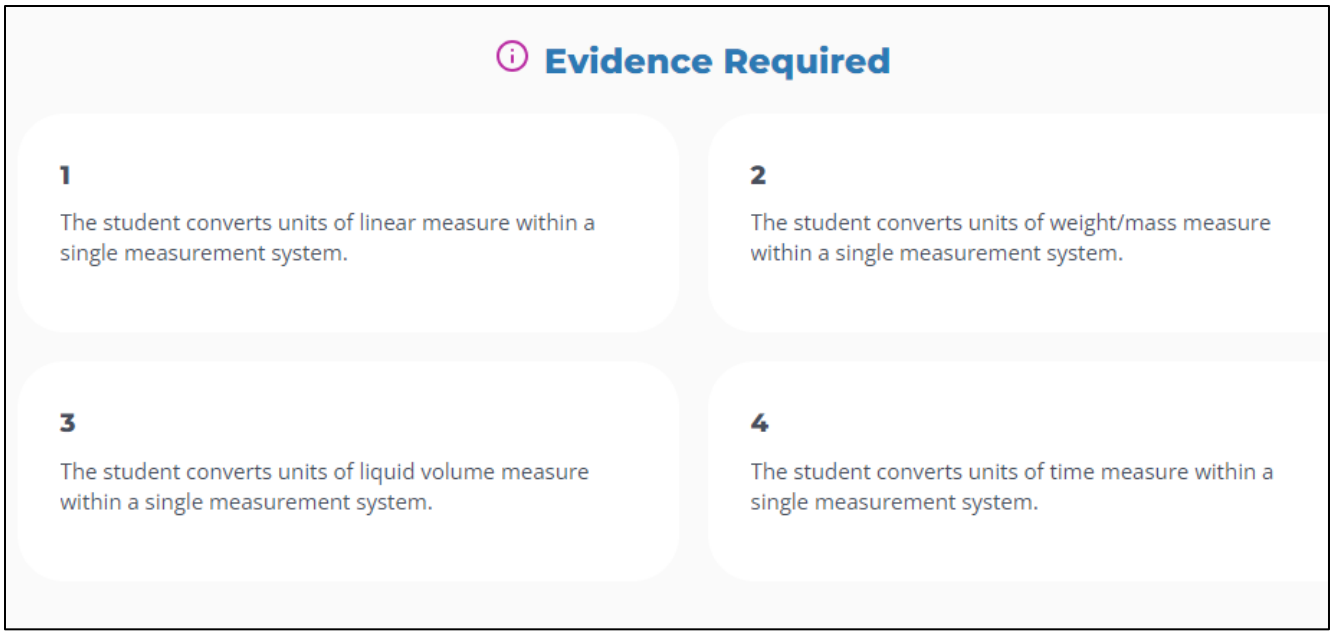
RANGE ACHIEVEMENT LEVEL DESCRIPTORS

Grade and content-specific explanations of the knowledge, skills, and processes that students display at predetermined levels of achievement.



EVIDENCE

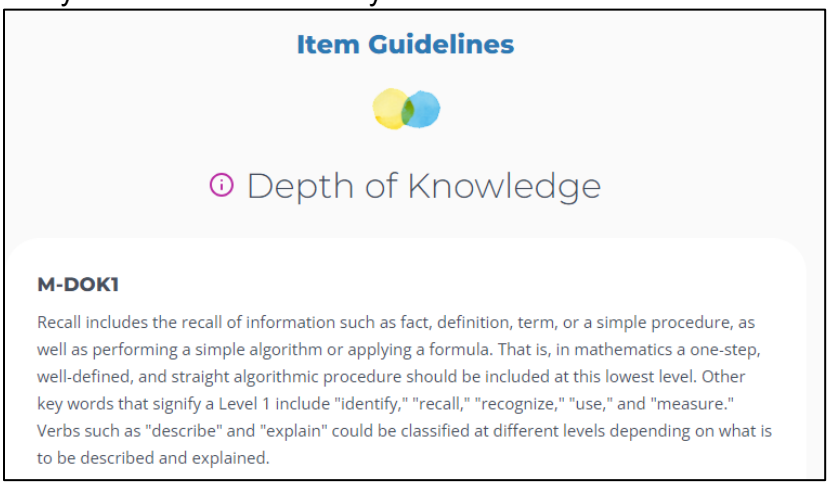
Evidence refers to statements within the content specifications about what the student should be able to do for a given content area. In response to an assessment item, the student should demonstrate evidence of skill or knowledge in that content area.



DEPTH OF KNOWLEDGE

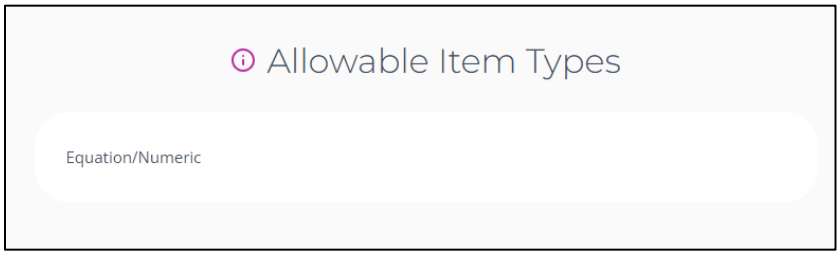
Depth of knowledge (DOK) is the degree of understanding required of students to answer or explain an assessment-related item. In other words, it is the cognitive processing required to complete a task. DOK is described on a scale of 1 through 4:

- Level 1 includes recalling or reciting facts or using simple skills or abilities.
- Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response.
- Level 3 includes strategic thinking and reasoning.
- Level 4 includes higher order thinking and deep knowledge. The standard or assessment item at this level will probably be an extended activity.



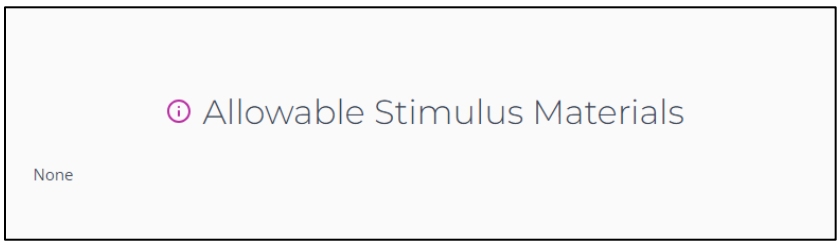
ALLOWABLE ITEM TYPES

The item response types that are used to measure the target. Examples include multiple choice (MC), matching tables (MI), short answer (SA), etc.



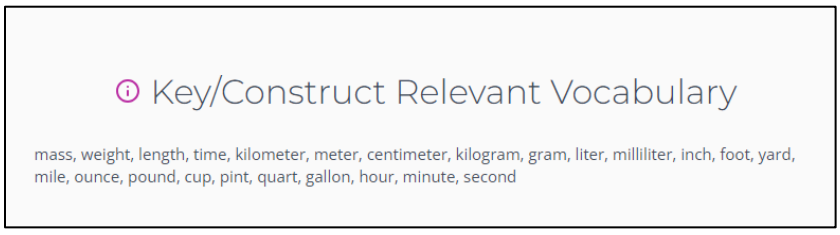
ALLOWABLE STIMULUS MATERIALS

A description of the types of materials that may be used for reading passages, listening stimuli, and performance task sources. For example, informational reading passages may come from magazine and newspaper articles, speeches, historical documents, or informational websites.



KEY/CONSTRUCT RELEVANT VOCABULARY

Construct Relevant Vocabulary are words or terms used in assessments that students should be familiar with at particular grade levels because they are called out in the standards for that grade level. A list of these terms has been compiled to clarify at what grade level they should first be introduced to students.

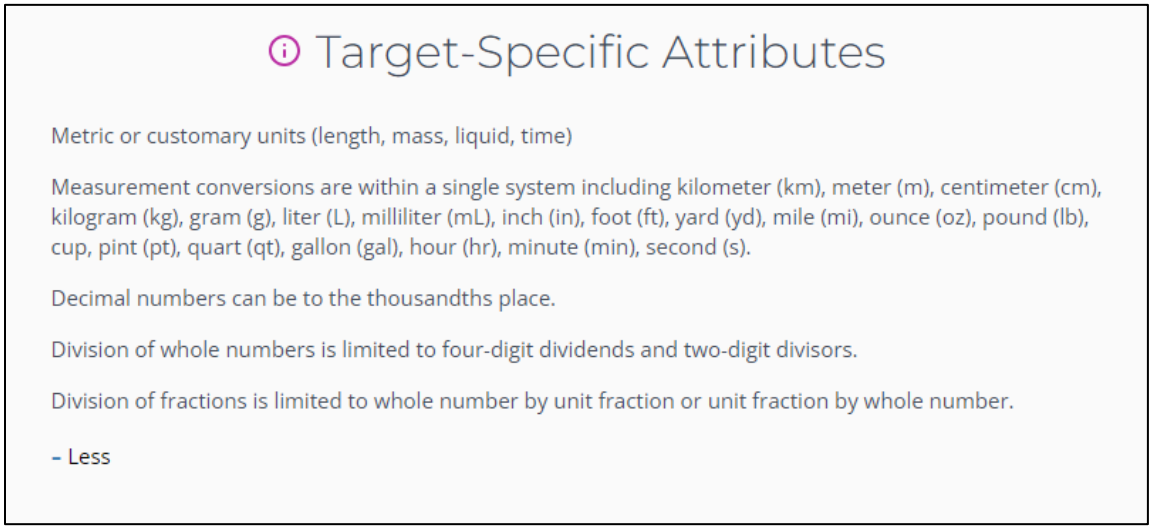


ALLOWABLE TOOLS

A list of tools or resources that are available to all students to solve a particular problem or respond to a particular item type. For example, students may use spellcheck when completing the essay portion of a performance task, but not for other types of items.

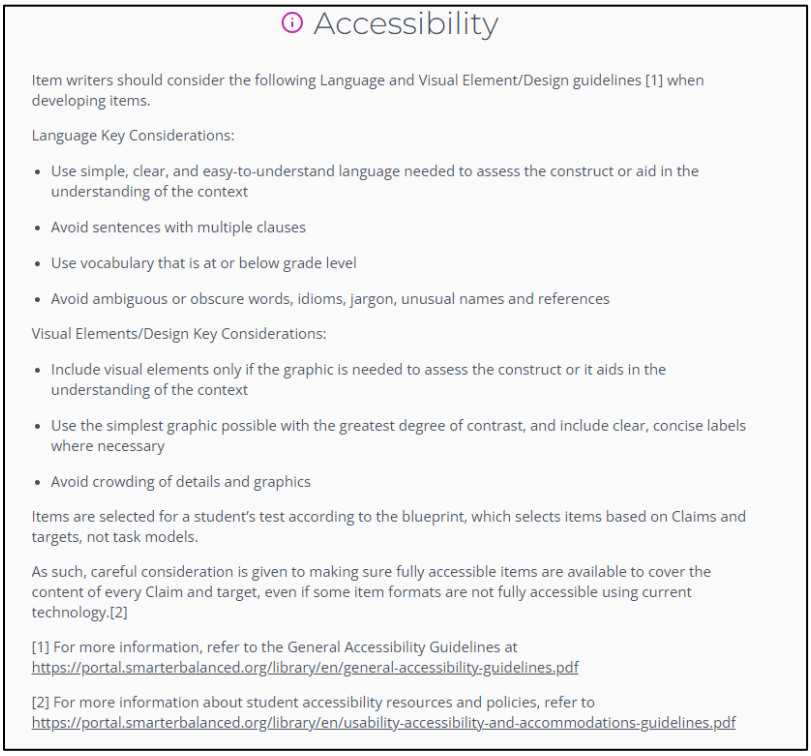
TARGET-SPECIFIC ATTRIBUTES

Specific attributes which could include limitations on the content or other considerations.



ACCESSIBILITY

A multi-tiered system of resources and strategies that ensure equitable and valid access for students to instructional and assessment content.



Accessibility

Item writers should consider the following Language and Visual Element/Design guidelines [1] when developing items.

Language Key Considerations:

- Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context
- Avoid sentences with multiple clauses
- Use vocabulary that is at or below grade level
- Avoid ambiguous or obscure words, idioms, jargon, unusual names and references

Visual Elements/Design Key Considerations:

- Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context
- Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary
- Avoid crowding of details and graphics

Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models.

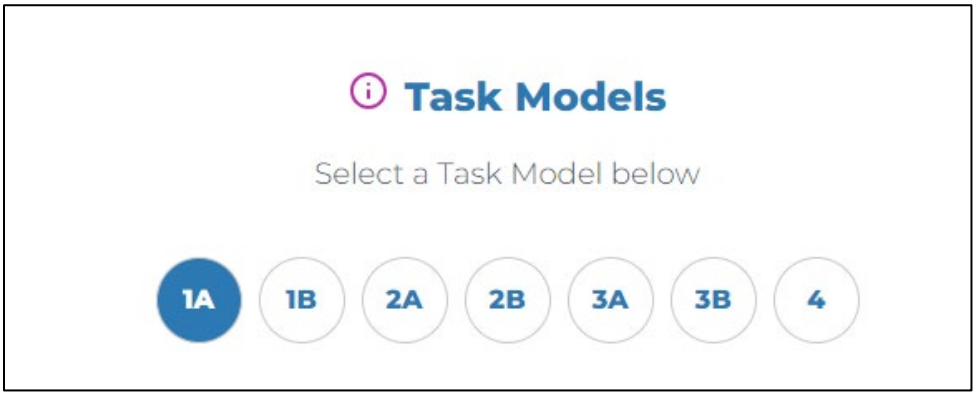
As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[2]

[1] For more information, refer to the General Accessibility Guidelines at https://portal.smarterbalanced.org/library/en/general-accessibility-guidelines.pdf

[2] For more information about student accessibility resources and policies, refer to https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf

TASK MODELS

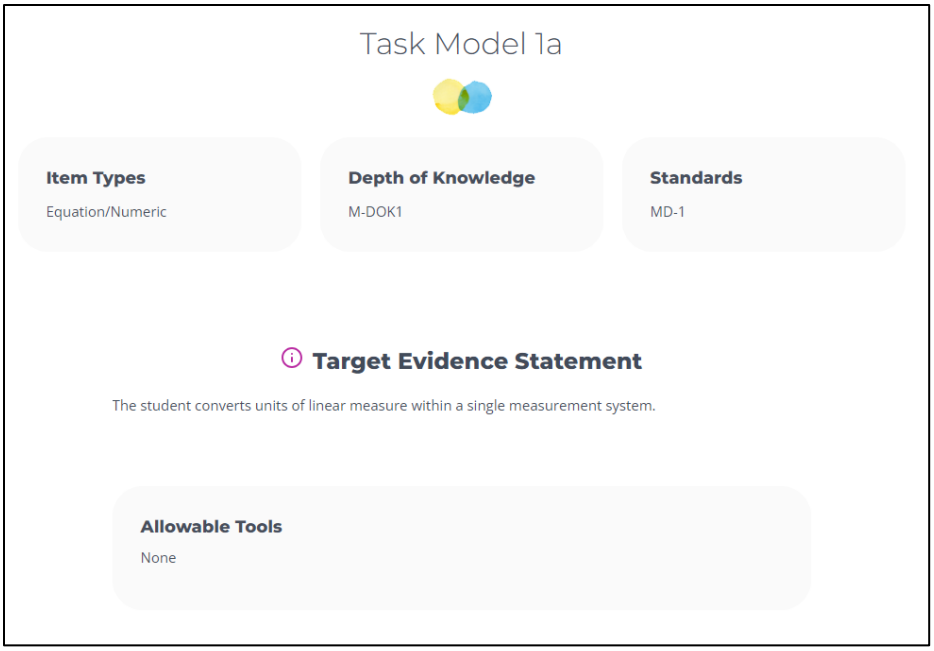
Task models provide a template of how a test item should be written so that a student can show mastery of skills and understanding. Task models can be considered exemplar items for the specific aspect of the content being assessed. Task models consists of response type, DOK level, Content Standard, Evidence Required, and Tools Allowed. Task models show what a student will do, including information about how many options or correct answers there should be, as well as guidance for writing distractors.



Task Models

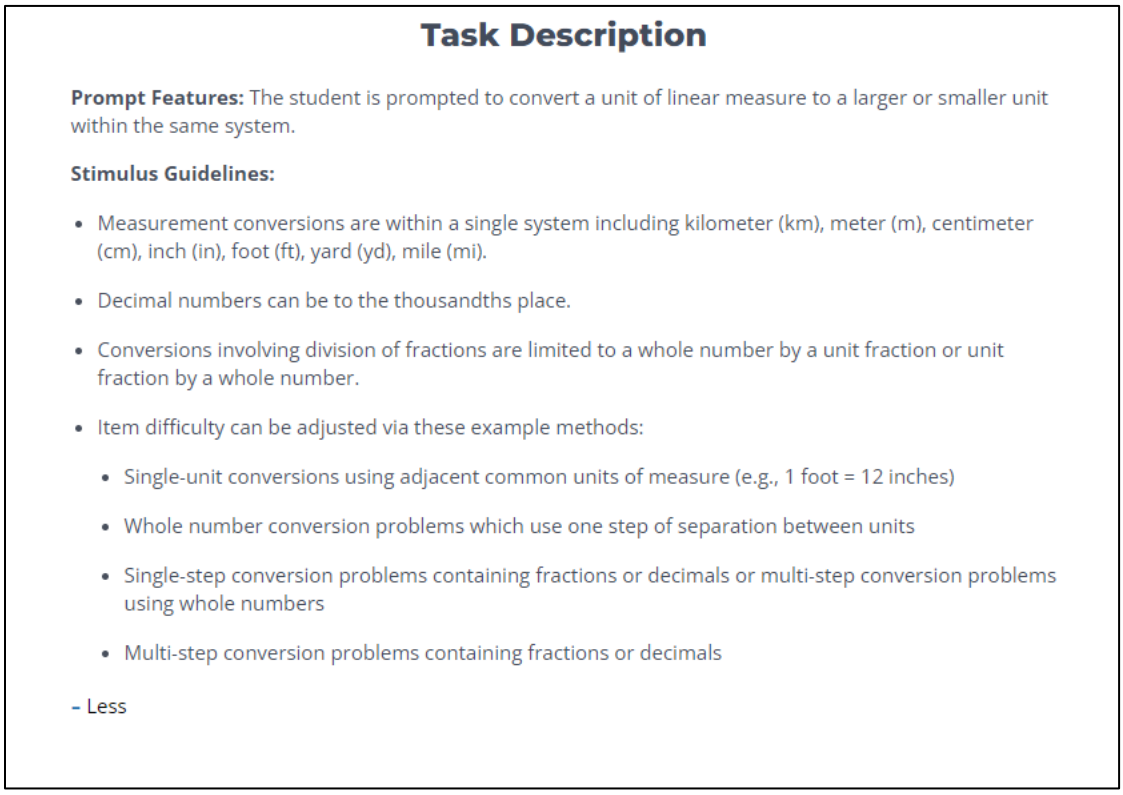
Select a Task Model below

1A 1B 2A 2B 3A 3B 4



TARGET EVIDENCE STATEMENT

Indicates the evidence that could be observed in order to know the student met the target.



Task Model 1A

Stimulus

The stem presents a length measurement in customary units.

Example 1

Example Stem: Enter the number of **inches** equal to 7 yards.

Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 252).

ADDITIONAL TASK MODELS

Task Model 1B

Example 1

Example Stem: Enter the number of **millimeters** equal to 7 centimeters.

Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 70).

Task Model 2A

Stimulus

The stem presents a weight measurement in customary units.

Example 1

Example Stem: Enter the number of **ounces** equal to $7\frac{1}{2}$ pounds.

Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 120).

Task Model 2B

Stimulus

The stem presents a mass measurement in metric units.

Example 1

Example Stem: Enter the number of **grams** equal to 24.7 kilograms.

Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 24,700).

Task Model 3A

Stimulus

The stem presents a liquid volume measurement in customary units.

Example 1

Example Stem: Enter the number of **cups** equal to $2\frac{1}{8}$ gallons.

Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 34).

Task Model 3B

Stimulus

The stem presents a liquid volume measurement in metric units.

Example 1

Example Stem: Enter the number of **milliliters** equal to 4.6 liters.

Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 4600).

Task Model 4

Stimulus

The stem presents a measurement of time.

Example 1

Example Stem: Enter the number of **minutes** equal to $\frac{3}{4}$ hour.

Rubric: (1 point) The student correctly converts from one measurement to another measurement (e.g., 45).