

wea



**2015 Smarter Balanced Assessment
Member Survey**

Survey Purposes



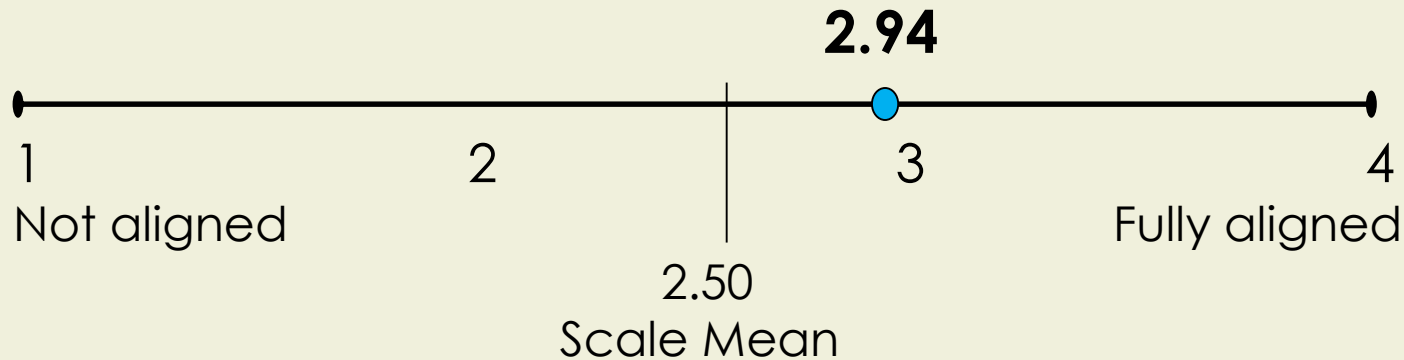
- Learn members' opinions on and issues with the SBA
- Identify how WEA can support members with this new statewide standardized test
- Share survey data with WEA members, policy makers and other stakeholders

About the Respondents

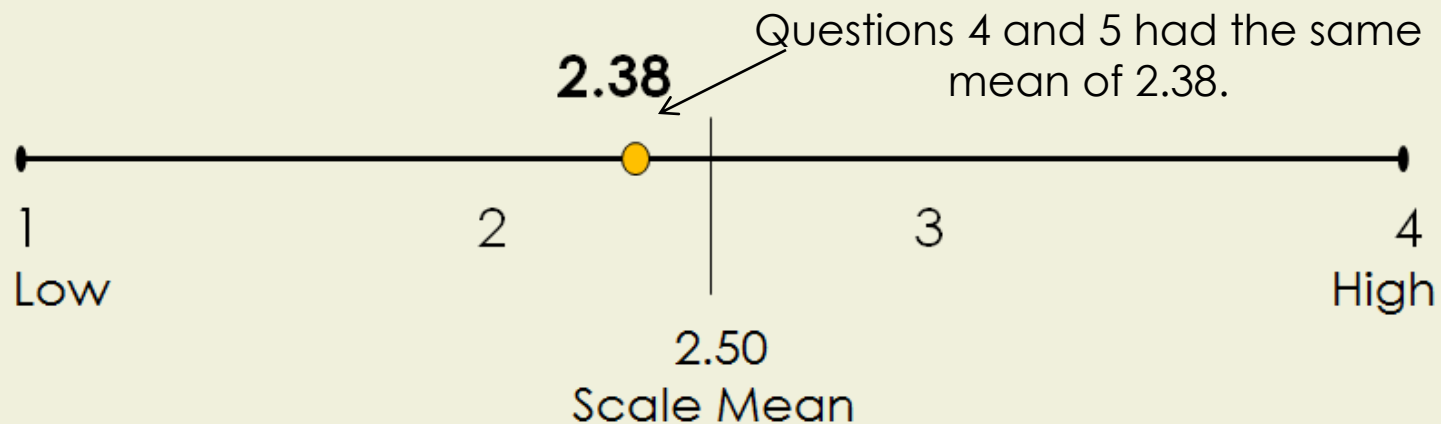
34 School Districts Had 30 or More Respondents (Q51) and a 4%+ Survey Certificated Member Participation Rate (Number of Respondents in Parentheses)

Auburn (54)	Highline (101)	Pasco (52)
Bellevue (73)	Issaquah (60)	Puyallup (73)
Bellingham (32)	Kennewick (46)	Renton (61)
Bethel (48)	Kent (162)	Richland (30)
Central Kitsap (41)	Lake Washington (386)	Seattle (237)
Clover Park (46)	Marysville (74)	Shoreline (47)
East Valley Spokane (40)	Mead (64)	South Kitsap (43)
Edmonds (73)	Monroe (30)	Spokane (136)
Everett (76)	Mukilteo (44)	Sumner (34)
Evergreen Clark (84)	North Thurston (40)	Tacoma (100)
Federal Way (118)	Northshore (54)	
Franklin Pierce (30)	Olympia (36)	

Level of Common Core Curriculum Alignment (Q3)



Level of Curriculum Support (Q4) and Level of Professional Development Support (Q5) To Implement CCSS



Five Districts with Highest Member Ratings of Common Core Curriculum Alignment

- Bellevue: 3.22
- Lake Washington: 3.20
- Federal Way: 3.17
- Shoreline: 3.13
- Bellingham: 3.06

Five Districts with Lowest Member Ratings of Common Core Curriculum Alignment

- Monroe: 2.57
- Pasco: 2.56
- Northshore: 2.51
- East Valley (Spokane): 2.49
- Marysville: 2.41

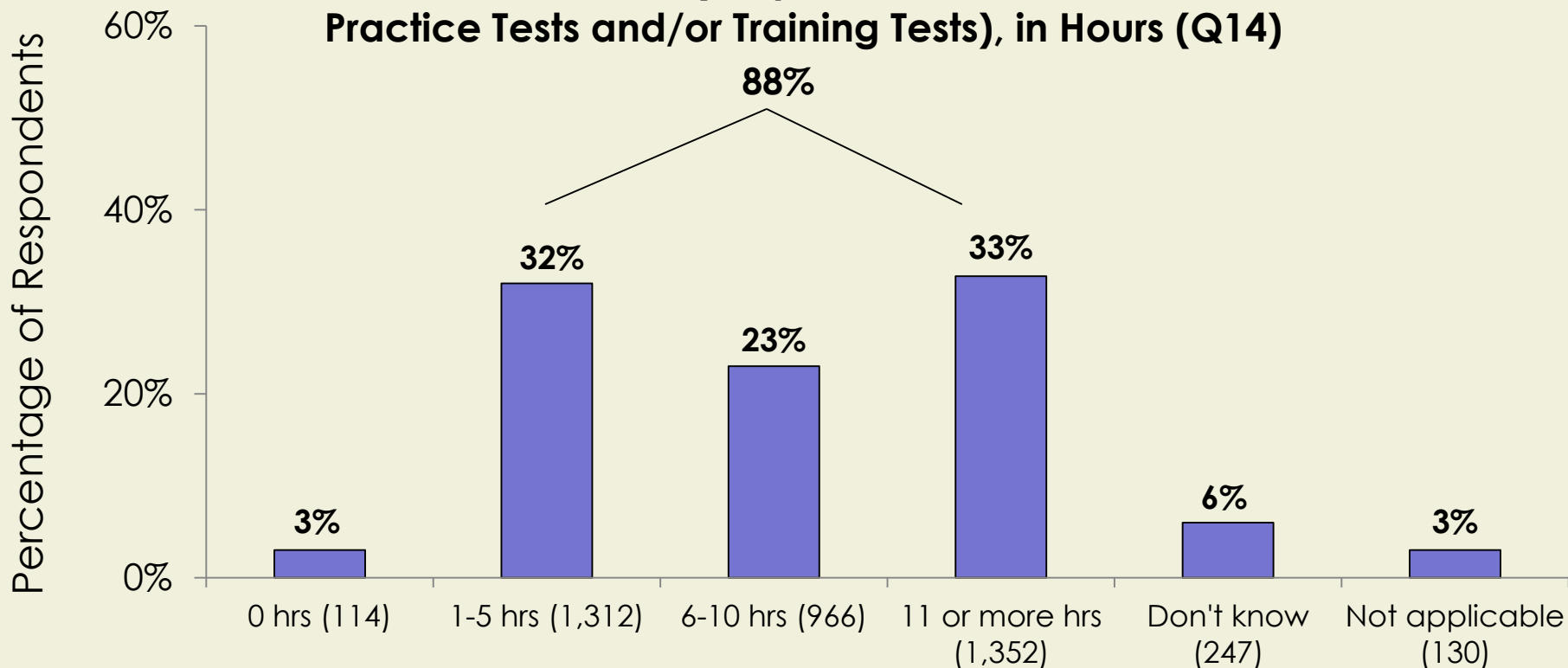
* For the 34 school districts with 30+ respondents and 4%+ participation rate

- **Summative assessments** administered at the end of the school year.*
All students are encouraged to take training and practice tests available in the testing portal to prepare for the summative.
- **Interim assessments** allow schools to check in on student progress and designed to help teachers plan and improve instruction. Two forms of interim assessments were available beginning winter 2014-15, Interim Comprehensive Assessments (ICAs) and Interim Block Assessments (IBAs).
- **The Digital Library** includes hundreds of resources to help teachers improve classroom-based assessment practices. Teachers provide feedback on the resources and the interface.

* States in the SBA consortium may purchase the EOY summative assessment only (estimated cost \$22.50 per student) or the full SBAC suite with three components (estimated cost \$27.30 per student).

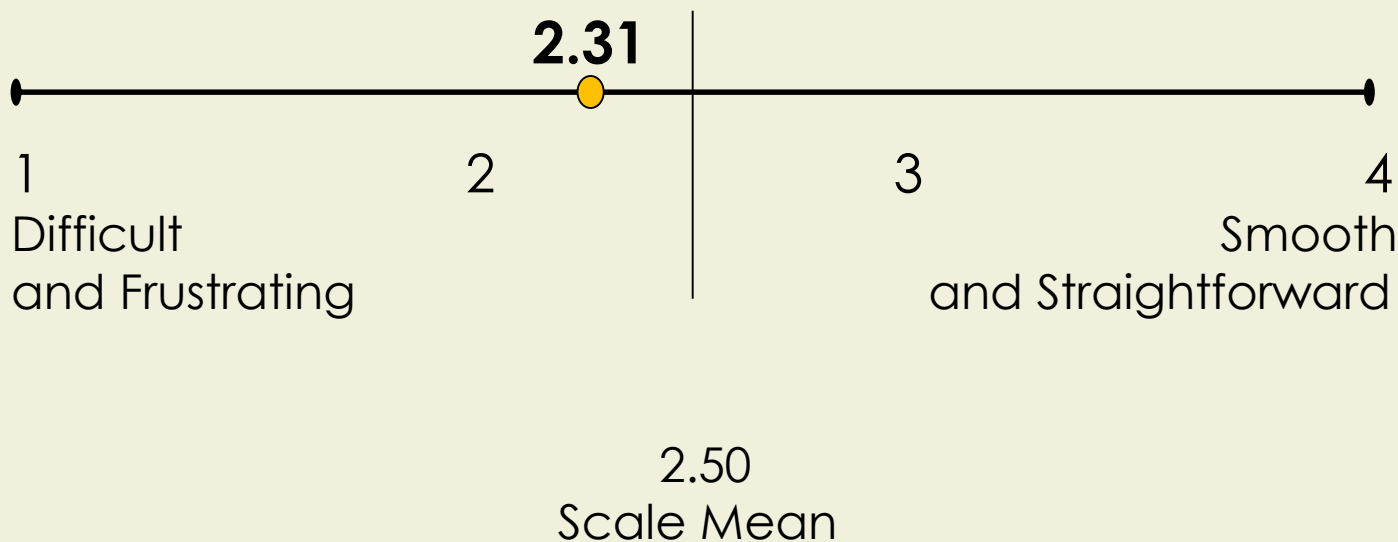
88% of respondents used 1 or more instructional hours to practice for the SBA. Of these respondents, 33% used 11 or more hours to practice.

Amount of Instructional Time Used For Students To Practice for the SBA (may include Interim Assessments, Practice Tests and/or Training Tests), in Hours (Q14)



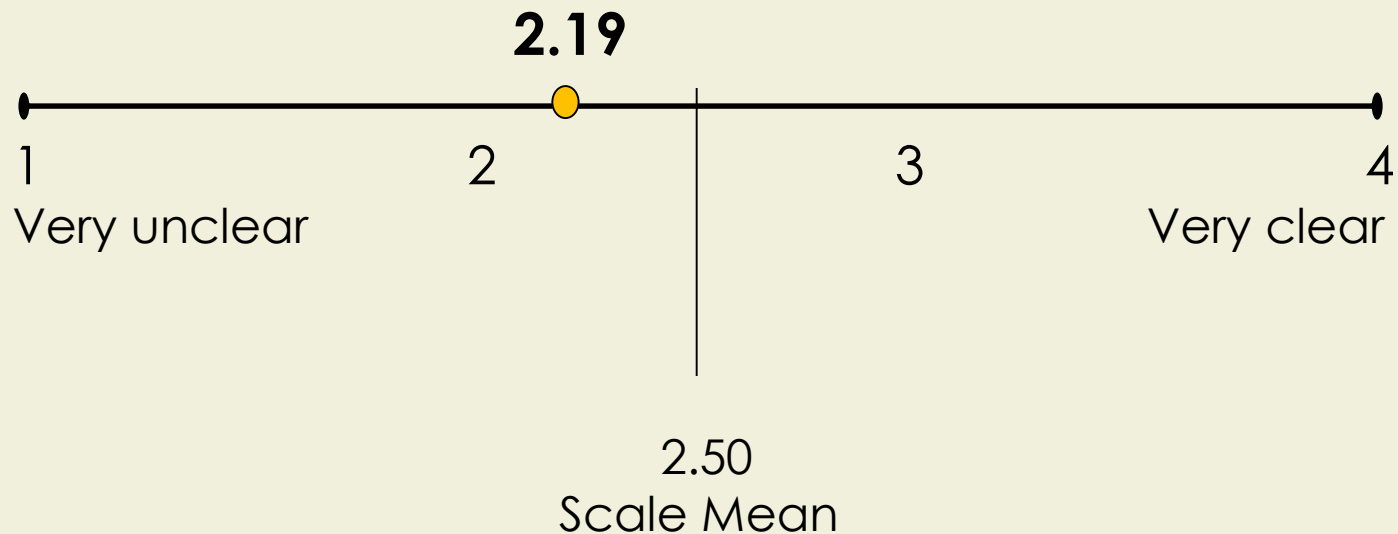
Respondents rated their overall experience administering the Smarter Balanced Assessment (SBA) as slightly difficult and frustrating.

Overall Experience Administering SBA (Q6)



Respondents rated the overall clarity of the Smarter Balanced Assessment student instructions as somewhat unclear.

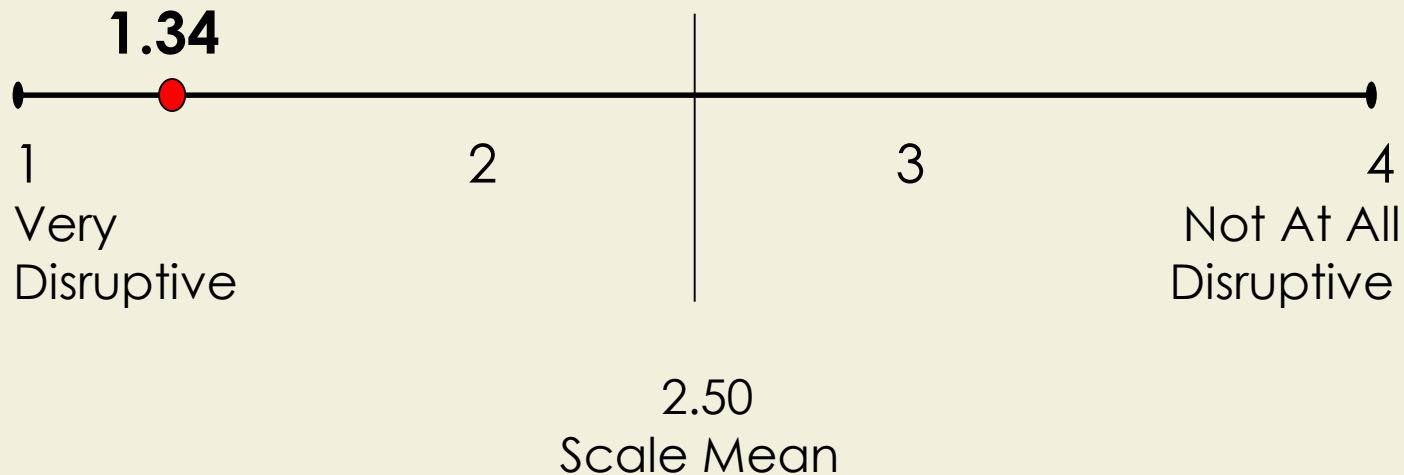
Overall Clarity of SBA Student Instructions (Q8)



Note: The mean for ELL teachers was 1.84.

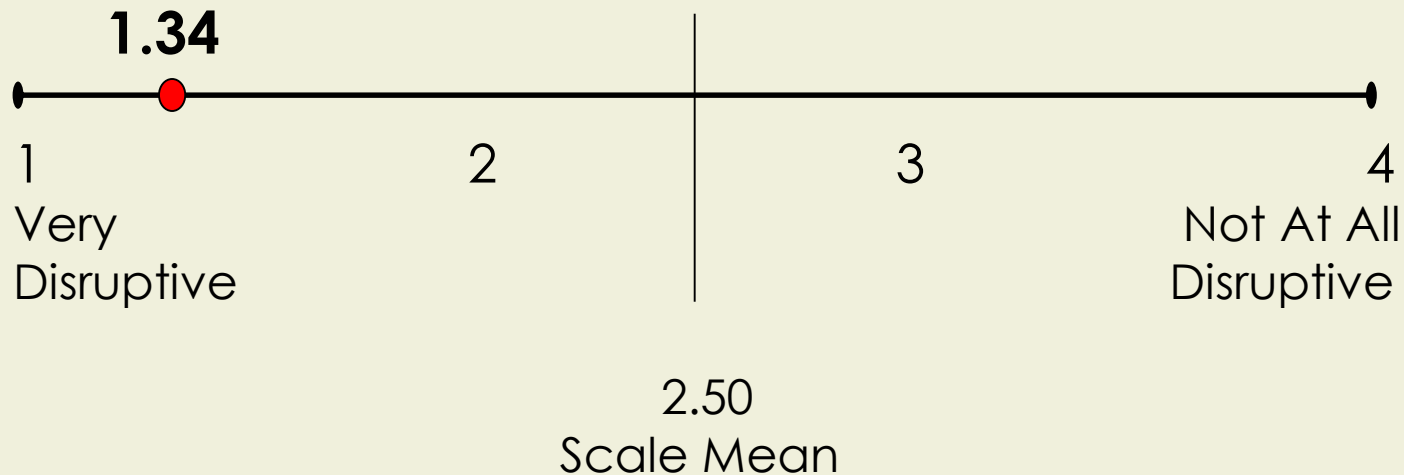
Respondents rated the overall impact of the SBA administration on their buildings and facilities as very disruptive.

Overall Impact of SBA Administration on Building and Facilities (Q9)



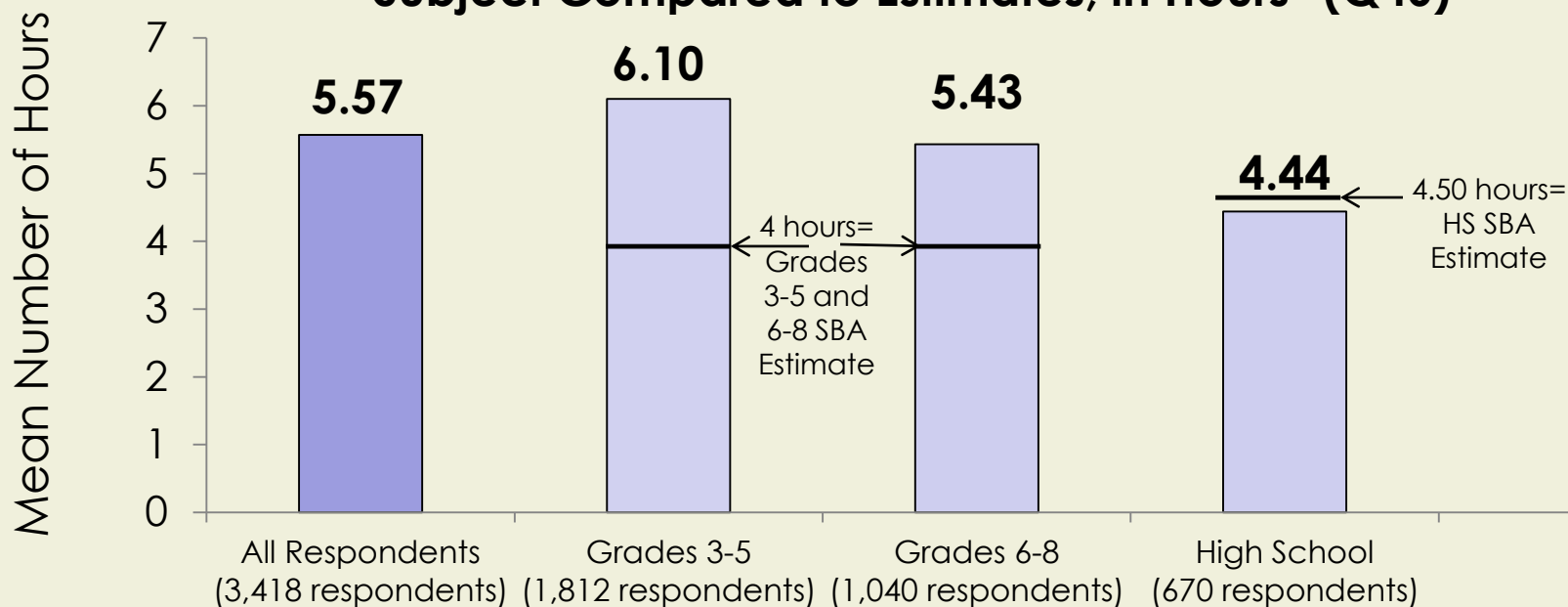
Respondents rated the overall impact of the Smarter Balanced Assessment administration on the school day as very disruptive.

Overall Impact of SBA Administration on the School Day (Q10)



The mean completion time for students in Grades 3-5 was approximately **2 hours more** than the SBA estimate. The mean completion time for students in Grades 6-8 was approximately **1.5 hours more** than the SBA estimate. Only the mean amount of time for High School students was close to the SBA estimate.

Mean Amount of Time for Most Students To Complete ELA Subject Compared to Estimates, in Hours* (Q46)

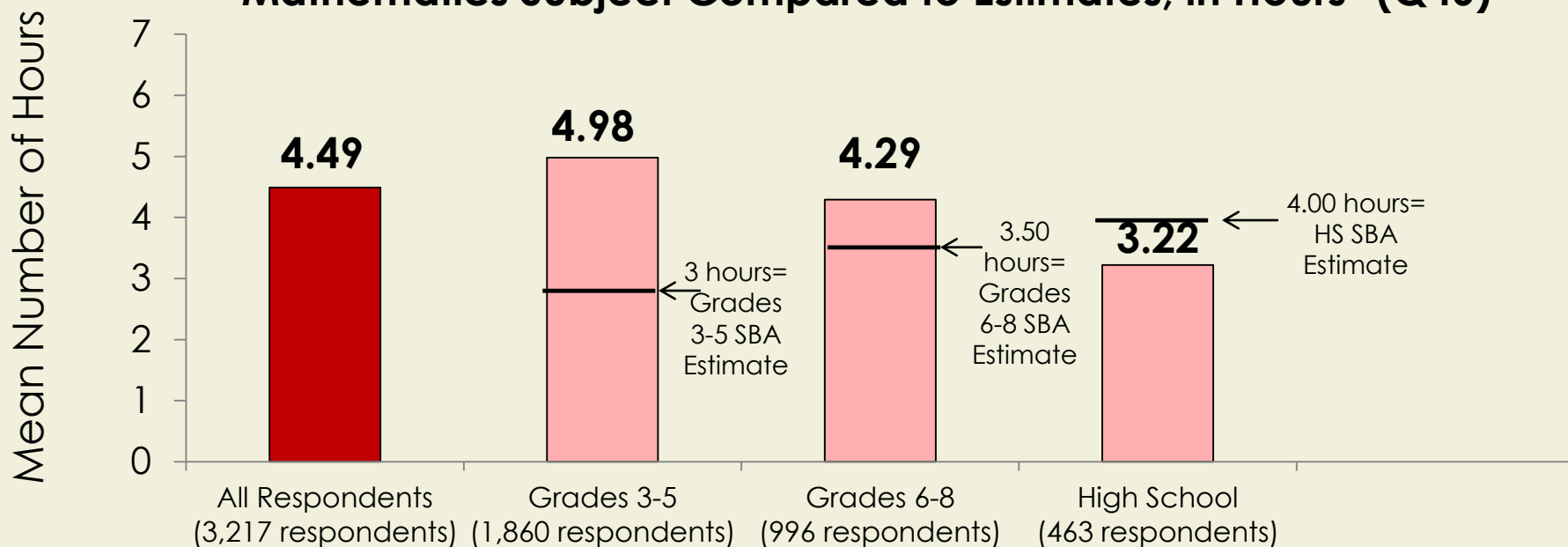


* Multiple choice question showed time range options. Mean calculated using the midpoint for each response option.

Mathematics Completion Time

The mean amount of time for Grades 3-5 was approximately **2 hours more** than the SBA estimate. The mean amount of time for Grades 6-8 was approximately **45 minutes more** than the SBA estimate. Only the mean amount of time for High School was under the SBA estimate.

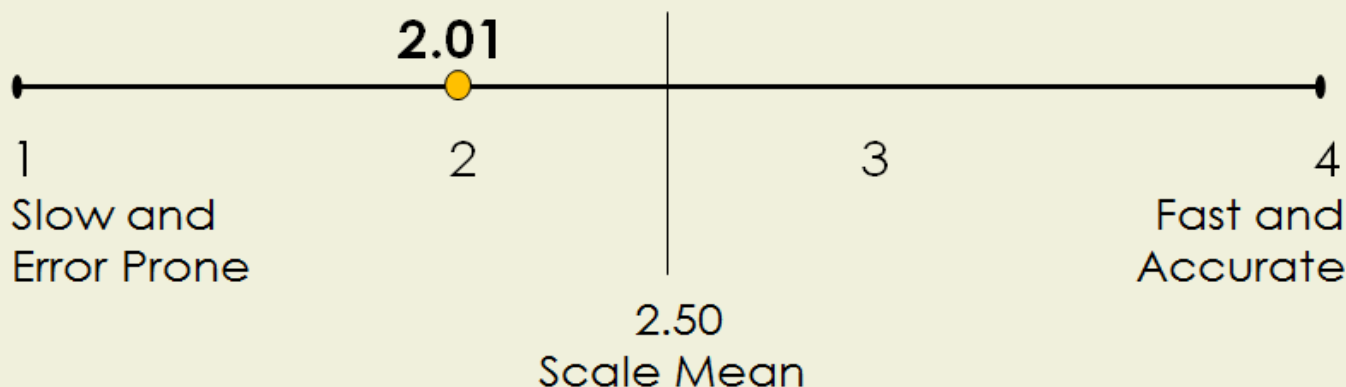
Mean Amount of Time for Most Students To Complete Mathematics Subject Compared to Estimates, in Hours* (Q46)



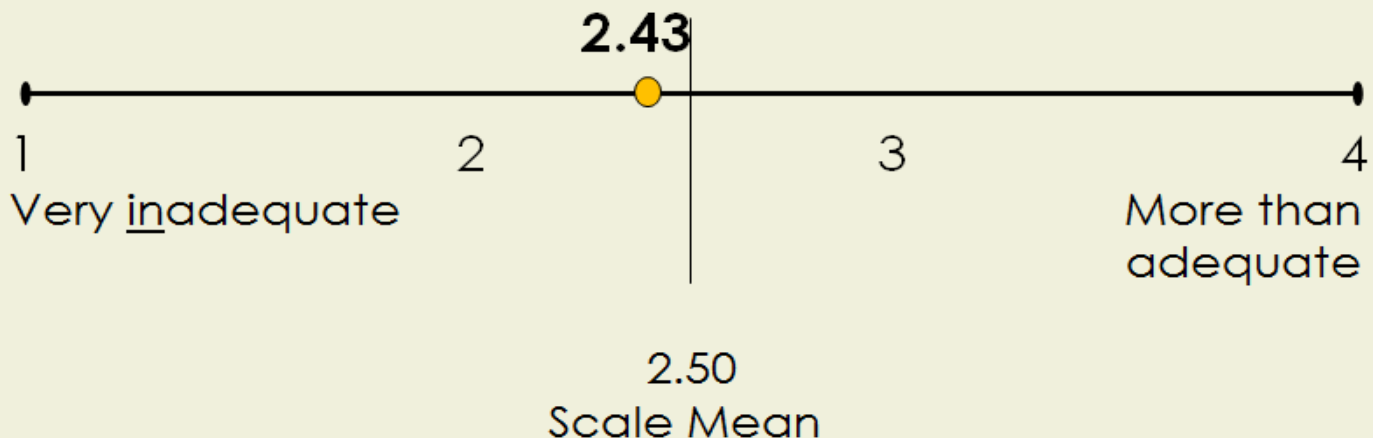
* Multiple choice question showed time range options. Mean calculated using the midpoint for each response option.

Keyboarding Proficiency and Screen Size

Students' Keyboarding Proficiency (Q32)



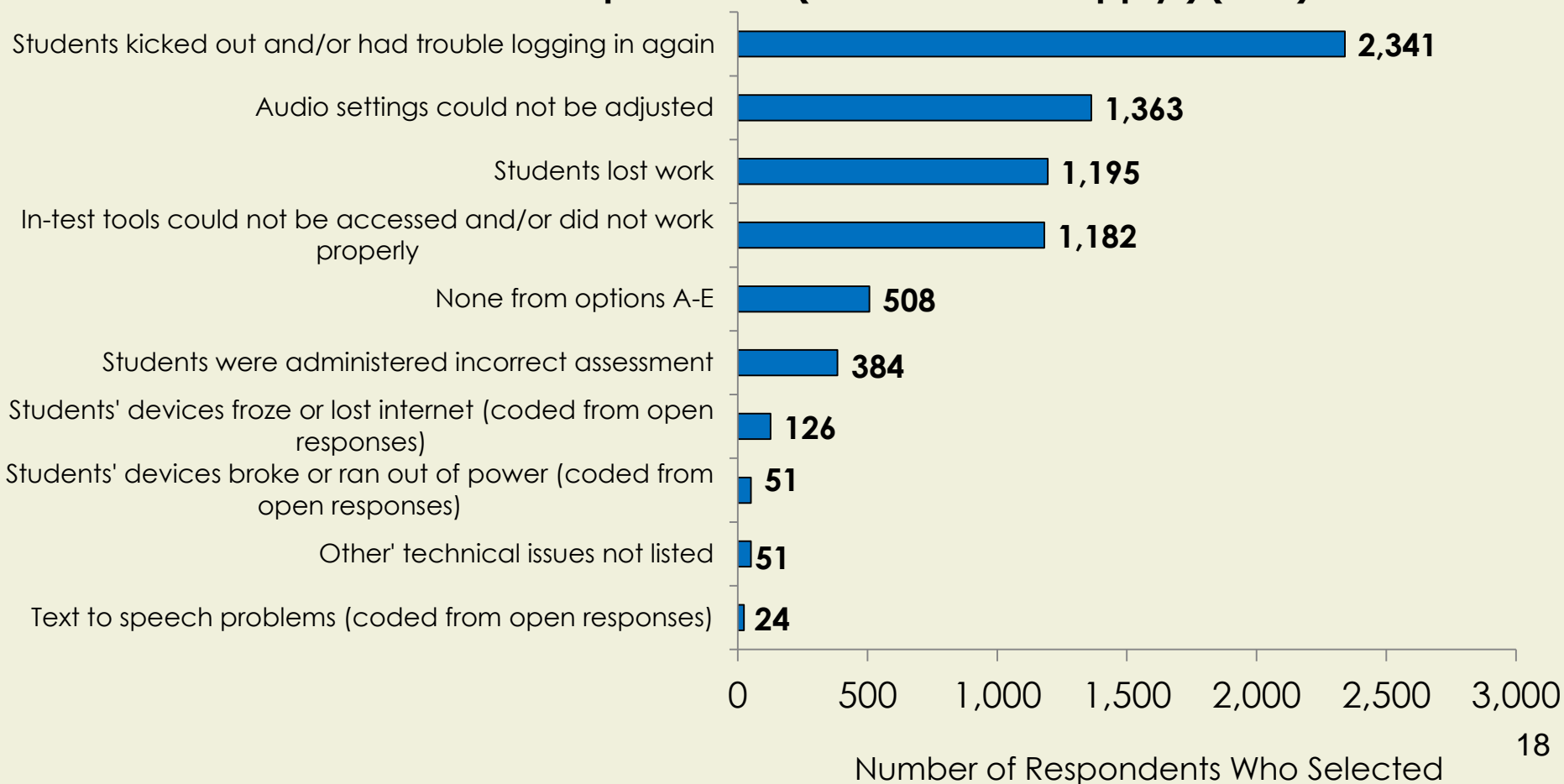
Screen Size* (Q35)



*Keep in mind that a variety of devices with varying screen sizes were used to administer the SBA.

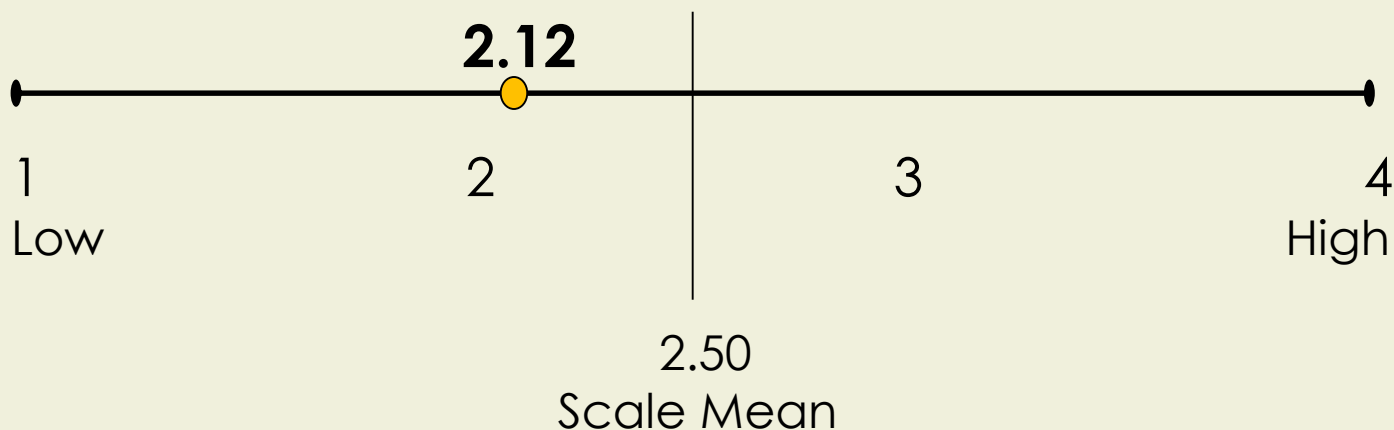
89% of respondents reported students experiencing technical issues.

When taking the SBA, which—if any—of the following technical issues did students experience? (Check all that apply.) (Q39)

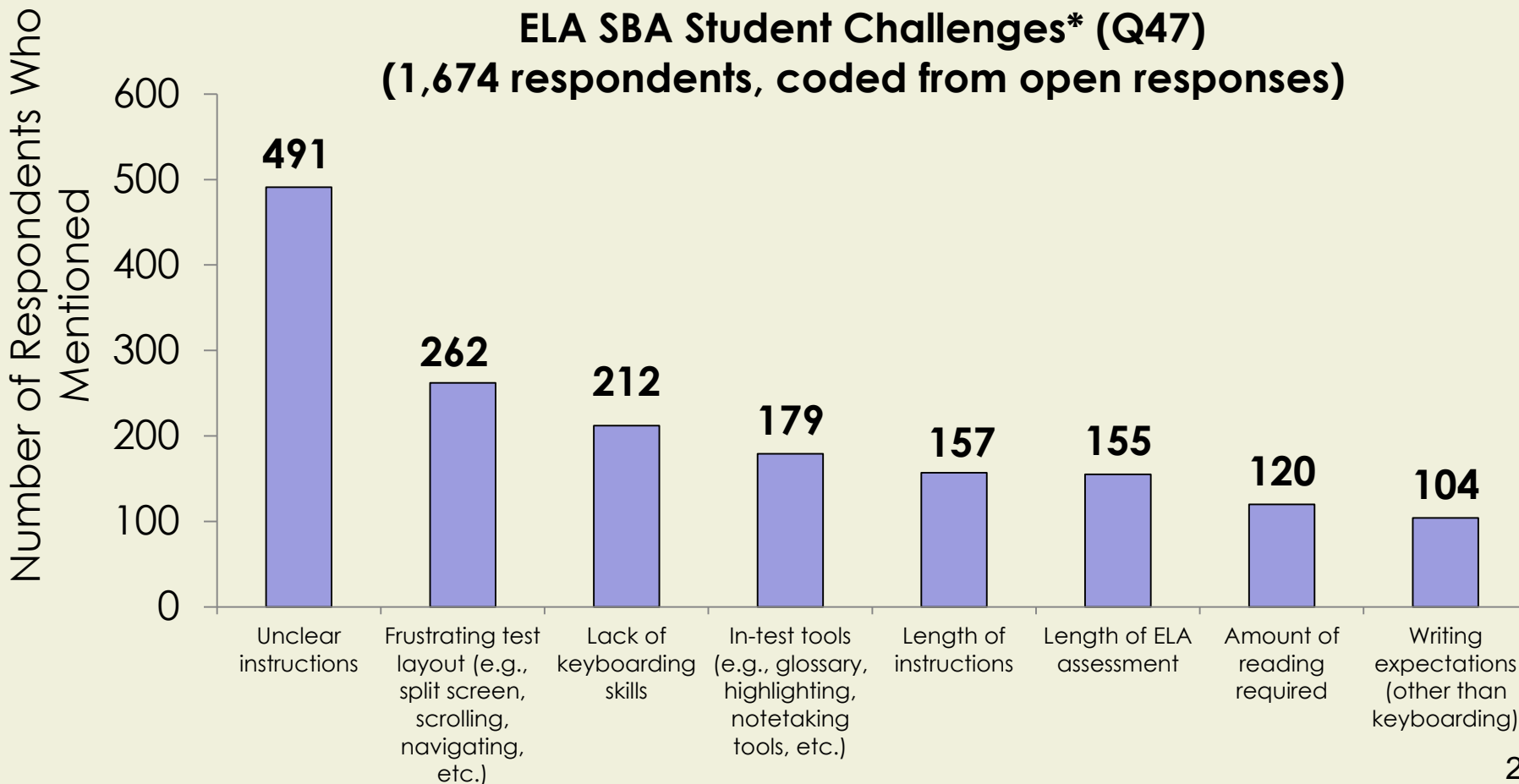


Respondents who administered the SBA to students requiring accommodations rated the SBA as having a somewhat low ability to meet the required accommodations of students' IEPs and/or 504 plans.

SBA's Ability To Meet Required Accommodations (Q43)

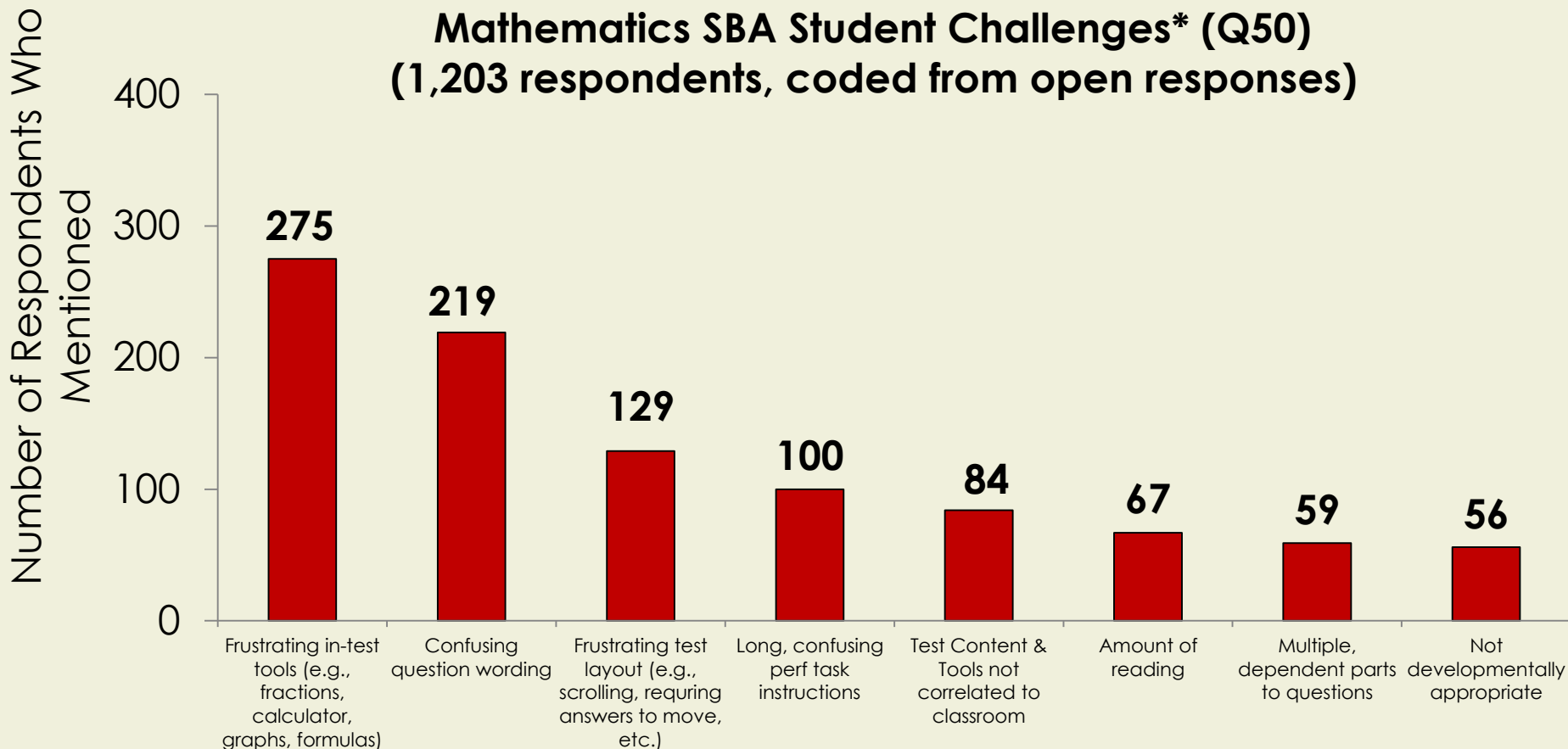


The most frequently reported ELA student challenge was unclear instructions, followed by the frustrating test layout (e.g., split screen, scrolling and difficulties navigating, etc.).



* Open response question; responses were coded with up to three topics.

The most frequently reported Mathematics student challenge was using the in-test tools (e.g., fractions, calculator, etc.), followed by confusing question wording.



* Open response question; responses were coded with up to three topics.

1. A vast majority of respondents found Smarter Balanced testing to be extremely disruptive to teaching and learning.
2. Students' experiences with the test varied greatly from school to school, often due to inequitable resources to administer the new on-line assessment.
3. Accommodations for students with IEPs and 504 plans weren't always provided as required by law.
4. Student directions were unnecessarily complicated and created confusion for many students.
5. The on-line delivery of the test made it difficult to determine if this was a test of ELA and math skills, or one of technology proficiency.
6. Teachers feel their professional expertise is undermined by the assessment.

For questions about the SBAC, please contact:

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SBA THEMES

- Respondents report a need for more curriculum support and professional development support to implement the Common Core State Standards (CCSS).
- Respondents indicate the need for work to align curriculum to the CCSS to continue. ELL teachers were the least likely to feel they received curriculum support from their district to align to the new standards.
- Both the ELA and math assessments were criticized for not allowing students to use tools and strategies they use regularly in the classroom. For example, organizing ideas, writing and editing drafts, working through problems in steps, or correctly labeling answers were not supported by the test.

- The most frequent SBA comment was about the loss of instructional time and schedule disruptions. This included not only time students missed due to taking the test but also teachers/staff, facilities and resources such as computers being unavailable for regular instruction.
- The SBA's estimated completion times are very different from the completion times reported by respondents. Grades 3-5 and Grades 6-8 took far longer than the SBA estimates.
- Many students were administered Training Tests, Practice Tests and/or Interim Assessments, also resulting in a loss of additional instructional time.
- Respondents who administered the SBA in grades 3-5 and 6-8 spent significantly more time preparing and practicing with students than those who administered at the high school level.

- Open comments suggest that student instructions and test questions be clearer and more succinct. ELA questions/writing prompts, in particular, could be reformatted and/or reworded so students can more easily determine what they were being asked to do.
- Lack of clear instructions disproportionately impacted special education and ELL students.
- Administrator instructions need to be more streamlined and user friendly. Instructions, especially for administering accommodations, were not timely or clear, resulting in inconsistent application across buildings, districts and the state.
- Students who tested in March/April were at a disadvantage because many were tested on content they hadn't yet been taught that school year.
- Schools with a poor technology infrastructure reported longer testing windows causing school-wide schedule disruptions for several months. More computer devices, more modern equipment and up to date networks would help alleviate this.

- Many respondents felt the SBA was more of a technology proficiency test than a test on ELA and Mathematics.
- Respondents were concerned about cultural bias embedded into questions that assumed student familiarity with topics such as zip lines, Earth Day, zoos (California Condor), heat waves, or animal shelters.
- The in-test tools were unfamiliar to many students and often did not work properly or students did not know to access them. For example, the calculator tool that used a "*" instead of "x" or "/" instead of "÷" to show mathematical operations, symbols students were unfamiliar with.
- The test layout (e.g., scrolling, split screen, forced to answer before moving to next question, etc.) frustrated many students.
- Some classroom Based Activities did not match the Performance Task. For example, a classroom activity was on space, but the PT was on marine animals for some of the students.

- The on-line test interface often confused students. For example, students did not realize a small text box would expand as they typed resulting in students answering with a few sentences or a short paragraph instead of a more developed response.
- Many respondents reported students unintentionally ending their test session before they had completed due to unclear directions, being involuntarily logged off or taking breaks and not being allowed to return to unfinished questions.
- Some students had to take the test multiple times including when the wrong test was administered, student work was lost, or special education students were administered two different grade level tests.

- Many respondents pointed out socioeconomic bias due to the SBA's online administration. Less affluent communities and districts have less access to technology at home, are more likely to have older equipment and fewer computers per student.
- Respondents noted a lack of test alignment with developmentally appropriate keyboarding skills. Students with limited typing skills should not be asked to type written responses.
- More technology integration within classroom instruction, especially in early grades, came up as a need. In schools with limited technology, this is a challenge when computers are only used for test preparation and administration.
- Students who were administered the test on a desktop computer reported the fewest technological problems, compared to other devices. Respondents who administered the SBA on tablets reported various technical issues at a higher rate than all respondents.

- Minimum standards for screen sizes, keyboards and sound are needed for SBA devices. Respondents rated the screen size on netbooks and tablets as significantly more inadequate than those who used other devices. Since the ELA SBA has a split screen, this puts students with smaller screens at a disadvantage. Minimum screen size standards are critical for students with reading or visual disabilities.
- Adding the capability to adjust sound without logging in and out of the SBA is needed.
- English Language Learner (ELL) teacher respondents rated their students' keyboarding proficiency and their students' familiarity with their devices significantly lower than all respondents.

- The State and districts need to provide clearer, more timely communication about the legal obligations to students entitled to accommodations.
- School districts need to provide more support for student-specific testing accommodations.
- The SBA needs a greater ability to meet required accommodations of students' IEPs and/or 504 plans.
- Students with accommodations were often cited as rushing through the test and/or giving up quickly.
- English Language Learner (ELL) teacher respondents rated district support to provide testing accommodations as significantly lower than all respondents. They also rated the SBA's ability to meet required accommodations significantly lower than all respondents.
- Students should not lose legally mandated IEP services because of test administration.