

# Smarter Balanced Assessment Consortium

## Digital Library

Sacramento  
Office of Education  
County

K-12 Curriculum & Instruction

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## A System of Assessments

Online assessments  
that measure progress  
toward readiness for  
college and careers



### Digital Library

Available Oct 2014

Formative assessment resources and practices that teachers can use throughout the year

### Interim Assessments

Available Fall 2014

Optional mid-year assessments that allow educators to check student progress and provide information to inform instruction

### Summative Assessments

Available Spring 2015

Year-end assessments for grades 3-8 and 11 with a computer adaptive test and performance tasks in math and English

Smarter Balanced gives educators information  
and tools to improve teaching and learning

Office of Superintendent of Public Instruction (2014)  
Smarter, Balanced Assessments 2014-2015, Webinar 1

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## What Is the Digital Library?

The Digital Library is an online collection of resources aligned to the Common Core State Standards and that **support K–12 teachers in their use of the formative assessment processes** to adjust teaching to improve student learning. These resources include commissioned, interactive assessment literacy and exemplar instructional modules on English–language arts and mathematics. The library has collaboration features that allow users to rate materials and share their expertise with educators across the country.

retrieved from <http://www.cde.ca.gov/ta/tg/sa/diglib.asp>

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## Formative Assessment Process

### The Digital Library's definition:

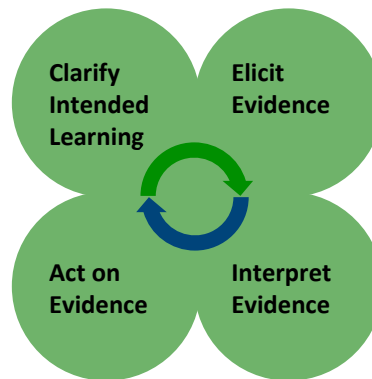
*“Formative Assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students’ attainment of curricular learning targets/goals.”*

retrieved from <http://www.cde.ca.gov/ta/tg/sa/formativeassessfaq.asp>

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## Grounded in the Four Attributes

All resources are grounded in the **Four Attributes of the Formative Assessment Process** and reviewed using Quality Criteria.



Office of Superintendent of Public Schools (2014)  
*Smarter Balanced in Washington: Preparing for the Transition* (Webinar 4)

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## Four Attributes

*The formative assessment process involves any teaching or learning strategy that effectively completes one or more of the formative assessment attributes.*

*The formative assessment process has four attributes:*

- **Attribute 1: Clarify intended learning.** The teacher identifies the instructional goal, communicates the goal to students, and provides the criteria by which learning will be assessed so each student and the teacher knows whether the student is successfully progressing toward the goal.

retrieved from <http://www.cde.ca.gov/ta/tg/sa/formativeassessfaq.asp>

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## Four Attributes *(continued)*

- **Attribute 2: Elicit evidence.** After a period of instruction, the teacher checks for students' understanding. This could be the first draft of an essay, a ticket out the door, an answer to a question on a white board, pair-and-share observations, or a paragraph on how to solve a mathematics problem.
- **Attribute 3: Interpret evidence.** The teacher and each student interpret the evidence and reflect on the student's progress toward the learning goal.

retrieved from <http://www.cde.ca.gov/ta/tg/sa/formativeassessfaq.asp> 7

## Four Attributes (continued)

- **Attribute 4: Act on evidence.** The teacher makes adjustments to his or her ongoing instructional activities, while students also adjust their procedures for learning. The teacher and students continue to use strategies that work and eliminate strategies that are not effective.

**Formative assessment is a process,  
not a test.**

retrieved from <http://www.cde.ca.gov/ta/tg/sa/formativeassessfaq.asp> 8

## An Online Collection

The library represents an online collection of more than 1,900 instructional and professional learning resources contributed by educators, for educators. These resources are designed to help educators integrate instruction with the Common Core State Standards (CCSS), and are intended to help educators implement the Formative Assessment Process to improve teaching and learning.

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## By Educators, For Educators

The State Network of Educators (SNE) is a team of approximately 150 California educators that will evaluate professional learning resources for inclusion in the Smarter Balanced Digital Library. Between September 2013 and September 2014, members of the SNE will:

- Participate in five web-based trainings
- Propose and review content for the Digital Library
- Provide feedback on the resources and the usability of the Digital Library

retrieved from <http://www.cde.ca.gov/ta/tg/sa/diglib-sneflyer.asp> 10

## What Are the Quality Criteria?

Members of the State Network of Educators (SNE) use the Quality Criteria to vet resources submitted to the Digital Library. These criteria include alignment with the Common Core State Standards (CCSS), incorporation of high-level formative assessment practices, learning modalities, student engagement, high-quality instruction, and media/technology.

retrieved from <http://www.cde.ca.gov/ta/tg/sa/diglib-sneflyer.asp> 11

## Professional Learning Resources

### Quality Criteria:

1. Reflects research and/or the principles of effective professional learning
2. Incorporates formative assessment practices
3. Supports learner differences and personalized learning
4. Demonstrates utility, engagement, and user-friendliness
5. Integrates technology and media effectively

Office of Superintendent of Public Instruction (2014)  
*Smarter Balanced Assessments 2014-2015: Webinar 1* 12

## Instructional Resources

### Quality Criteria:

1. Aligns with the intent of the Common Core State Standards
2. Incorporates formative assessment practices
3. Contains accurate, complete, high-quality curriculum and instruction
4. Supports learner differences and personalized learning
5. Demonstrates utility, engagement, and user-friendliness
6. Integrates technology and media effectively

Office of Superintendent of Public Instruction (2014)  
*Smarter Balanced Assessments 2014-2015: Webinar 1* 13

## SNE Resource Recommendation Options

- Recommend with distinction
- Recommend
- Recommend with revisions
- Do not recommend

Make your posting recommendation

Recommend with Distinction

Recommend

Recommend with Revisions

Do Not Recommend

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# Resources in the Digital Library

## Assessment Literacy Modules

- Commissioned, professional development modules
- Resources for students and families
- Frame formative assessment within a balanced assessment system
- Articulate the formative assessment process
- Highlight formative assessment practices and tools

## Exemplar Instructional Modules

- Commissioned professional development modules
- Instructional materials for educators
- Instructional materials for students
- Demonstrate/support effective implementation of the formative process
- Focus on key content and practice from the Common Core State Standards for Mathematics and English Language Arts

## Education Resources

- High-quality vetted instructional resources and tools for educators
- High-quality vetted resources and tools for students and families
- Reflect and support the formative process
- Reflect and support the Common Core State Standards for Mathematics and English Language Arts
- Create Professional Learning Communities

Resources include the following file types: Video, HTML5, Audio, PPT, Excel, Word, and PDF.

Office of Superintendent of Public Schools (2014)  
Smarter, Balanced in Washington: Preparing for the Transition (Webinar 4)

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# Resources in the Digital Library

## Assessment Literacy Modules

## Exemplar Instructional Modules

## Education Resources



- Not an assessment bank
- Not an item bank
- Not a learning management system where educators can register for training or receive credit by completing specific online courses
- Not a library for general public (will require registration and login)
- Not a site where any resource can automatically be posted; all resources must be vetted through the Quality Criteria

Resources include the following file types: Video, HTML5, Audio, PPT, Excel, Word, and PDF.

Office of Superintendent of Public Schools (2014)  
Smarter, Balanced in Washington: Preparing for the Transition (Webinar 4)

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## How to Query What You're Looking For

After you log in, the home page of the SBAC Digital Library offers a variety of different ways for you to identify resources that apply to your area of inquiry. Your search can be as specific or as broad as you wish.

The screenshot shows the SBAC Digital Library search interface. At the top, there's a navigation bar with the logo and user information (Daniel, Notifications, Feedback, Favorites (0), Help). Below that, there are tabs for 'Digital Library Resources' and 'Forums'. A search bar is located on the right. The main area contains several filter categories, each with a dropdown menu: Subjects, Grades, Attributes of the Formative Assessment Process, Media Types, Resource Type, Intended End Users, Intended Student Populations, Educational Use, Module Type, Geographic Settings, and Common Core State Standards. A 'Hide Categories' link is also visible.

### Subjects

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> ELA – Reading Informational Text   | <input type="checkbox"/> Math Practice 7. Look for/make use of structure                        | <input type="checkbox"/> Math Content – Functions           |
| <input type="checkbox"/> ELA – Reading Foundational Skills  | <input type="checkbox"/> Math Practice 8. Look for and express regularity in repeated reasoning | <input type="checkbox"/> Math Content – Number and Quantity |
| <input type="checkbox"/> ELA – Language   | <input type="checkbox"/> Math Content – Counting and Cardinality                                | <input type="checkbox"/> Math Content – Algebra             |
| <input type="checkbox"/> ELA – Reading Literature   | <input type="checkbox"/> Math Content – Operations/Algebraic Thinking                           | <input type="checkbox"/> Math Content – Modeling            |
| <input type="checkbox"/> ELA – Writing  | <input type="checkbox"/> Math Content – Numbers/Operations in Base Ten                          | <input type="checkbox"/> Science and Technical – Reading    |
| <input type="checkbox"/> ELA – Speaking and Listening   | <input type="checkbox"/> Math Content – Numbers/Operations – Fractions                          | <input type="checkbox"/> Science and Technical – Writing    |
| <input type="checkbox"/> Math Practice 1. Make sense of problems and persevere in solving them              | <input type="checkbox"/> Math Content – Measurement and Data                                    | <input type="checkbox"/> Science and Technical – Other      |
| <input type="checkbox"/> Math Practice 2. Reason abstractly and quantitatively                              | <input type="checkbox"/> Math Content – Geometry  | <input type="checkbox"/> History/Social Studies – Reading   |
| <input type="checkbox"/> Math Practice 3. – Construct viable arguments and critique the reasoning of others | <input type="checkbox"/> Math Content – Ratios/Proportional Relationships                       | <input type="checkbox"/> History/Social Studies – Writing   |
| <input type="checkbox"/> Math Practice 4. – Model with mathematics  | <input type="checkbox"/> Math Content – The Number System                                       | <input type="checkbox"/> History/Social Studies – Other     |
| <input type="checkbox"/> Math Practice 5. Use appropriate tools strategically                               | <input type="checkbox"/> Math Content – Expressions/Equations                                   | <input type="checkbox"/> Arts                               |
| <input type="checkbox"/> Math Practice 6. Attend to precision   | <input type="checkbox"/> Math Content – Statistics and Probability                              | <input type="checkbox"/> World Languages                    |
|   |   | <input type="checkbox"/> Health                             |
|   |   | <input type="checkbox"/> Physical Education                 |
|   |   | <input type="checkbox"/> Career/Vocational                  |
|   |   | <input type="checkbox"/> Other                              |
|   |   | <input type="checkbox"/> Not Subject Specific               |

### Grades

- |                                |                            |                             |
|--------------------------------|----------------------------|-----------------------------|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> 4 | <input type="checkbox"/> 9  |
| <input type="checkbox"/> K     | <input type="checkbox"/> 5 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 1     | <input type="checkbox"/> 6 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 2     | <input type="checkbox"/> 7 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 3     | <input type="checkbox"/> 8 | Non-grade specific          |

### Attributes of Formative Assessment Process

- |  |  |
|--|--|
| <input type="checkbox"/> Clarify Intended Learning | <input type="checkbox"/> Elicit Evidence |
| <input type="checkbox"/> Interpret Evidence        | <input type="checkbox"/> Act on Evidence |

### Media Types

- |                                       |                                      |                                      |
|---------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Video        | <input type="checkbox"/> Audio       | <input type="checkbox"/> Spreadsheet |
| <input type="checkbox"/> Document     | <input type="checkbox"/> Image       |                                      |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Interactive |                                      |

### Resource Type

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Instructional Resource | <input type="checkbox"/> Combination – Instructional/ Professional Learning Resource | <input type="checkbox"/> Professional Learning Resource |
|---|--|---|

### Intended End Users

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Coach/Coordinator | <input type="checkbox"/> Teacher                         |
| <input type="checkbox"/> Student       | <input type="checkbox"/> Parent            | <input type="checkbox"/> Professional Learning Community |

### Intended Student Population

- |   |  |
|---|--|
| <input type="checkbox"/> All Students               | <input type="checkbox"/> English Learners  |
| <input type="checkbox"/> Students With Disabilities | <input type="checkbox"/> Gifted & Talented |

## Educational Use

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Activity              | <input type="checkbox"/> ID Similarities and Differences | <input type="checkbox"/> Problem Solving      |
| <input type="checkbox"/> Analogies             | <input type="checkbox"/> Inquiry                         | <input type="checkbox"/> Project              |
| <input type="checkbox"/> Assessment            | <input type="checkbox"/> Interactive                     | <input type="checkbox"/> Questioning          |
| <input type="checkbox"/> Auditory              | <input type="checkbox"/> Interview/Survey                | <input type="checkbox"/> Reading              |
| <input type="checkbox"/> Brainstorming         | <input type="checkbox"/> Interviews                      | <input type="checkbox"/> Reciprocal Teaching  |
| <input type="checkbox"/> Classifying           | <input type="checkbox"/> Introduction                    | <input type="checkbox"/> Reflection           |
| <input type="checkbox"/> Comparing             | <input type="checkbox"/> Journaling                      | <input type="checkbox"/> Reinforcement        |
| <input type="checkbox"/> Cooperative Learning  | <input type="checkbox"/> Kinesthetic                     | <input type="checkbox"/> Research             |
| <input type="checkbox"/> Creative Response     | <input type="checkbox"/> Laboratory                      | <input type="checkbox"/> Review               |
| <input type="checkbox"/> Demonstration         | <input type="checkbox"/> Lecture                         | <input type="checkbox"/> Robotics             |
| <input type="checkbox"/> Differentiation       | <input type="checkbox"/> Manipulative                    | <input type="checkbox"/> Role Playing         |
| <input type="checkbox"/> Discovery Learning    | <input type="checkbox"/> Metaphors                       | <input type="checkbox"/> Service Learning     |
| <input type="checkbox"/> Discussion/Debate     | <input type="checkbox"/> Model and Simulation            | <input type="checkbox"/> Simulations          |
| <input type="checkbox"/> Drill & Practice      | <input type="checkbox"/> Musical                         | <input type="checkbox"/> Speaker              |
| <input type="checkbox"/> Experiential          | <input type="checkbox"/> Nonlinguistic                   | <input type="checkbox"/> Summarizing          |
| <input type="checkbox"/> Field Trip            | <input type="checkbox"/> Note Taking                     | <input type="checkbox"/> Technology           |
| <input type="checkbox"/> Game                  | <input type="checkbox"/> Peer Coaching                   | <input type="checkbox"/> Testing Hypotheses   |
| <input type="checkbox"/> Generating Hypotheses | <input type="checkbox"/> Peer Response                   | <input type="checkbox"/> Thematic Instruction |
| <input type="checkbox"/> Generating Hypotheses | <input type="checkbox"/> Play                            | <input type="checkbox"/> Visual/Spatial       |
| <input type="checkbox"/> Guided Questions      | <input type="checkbox"/> Presentation                    | <input type="checkbox"/> Word Association     |
| <input type="checkbox"/> Hands-On              | <input type="checkbox"/> Problem Based                   | <input type="checkbox"/> Writing              |
| <input type="checkbox"/> Homework              |  |   |

## Module Type

- |  |   |
|--|---|
| <input type="checkbox"/> Assessment Literacy Modules         | <input type="checkbox"/> ELA Exemplar Instructional Modules |
| <input type="checkbox"/> Math Exemplar Instructional Modules | <input type="checkbox"/> Score Report Modules               |

## Geographic Settings

- |                                |                                |                                   |
|--------------------------------|--------------------------------|-----------------------------------|
| <input type="checkbox"/> Urban | <input type="checkbox"/> Rural | <input type="checkbox"/> Suburban |
|--------------------------------|--------------------------------|-----------------------------------|

## Common Core State Standards

- |                              |                                      |
|------------------------------|--------------------------------------|
| <input type="checkbox"/> ELA | <input type="checkbox"/> Mathematics |
|------------------------------|--------------------------------------|

## Other Ways to Customize Your Query

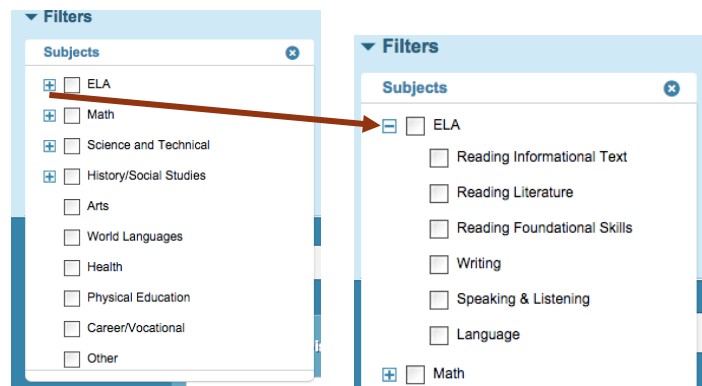
Resources are displayed as cards that include the following information:

- Resource title
- Image of primary material
- The first 140 characters of the resource item.
- Number of views
- Number of downloads
- Star ratings

1. **Display Type** – List View or Grid View
2. **Sort by Newest, Most Viewed or Highest Rated**
3. **Posted with Distinction** - A checkmark in the upper right corner of the resource card indicates that the item has been “posted with distinction” which means that it has received the highest rating from all 3 reviewers of the resource.

## Filters: Subjects

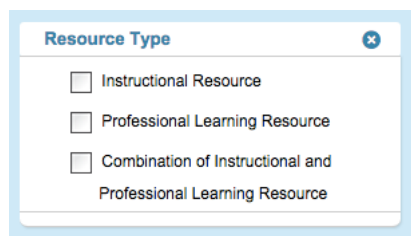
The “Subjects” fields expand and then further expand when you select the “+.”



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## Filters: Resource Type

- Instructional Resource
- Professional Learning Resource
- Combination of Instructional and Professional Learning Resource



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# ELA Instructional Resource

## Sample

✓ Posted with Distinction

**Reading Closely: The Wolf You Feed**

This unit develops students' abilities to read closely for textual details and compare authors' perspectives through an examination of a...

**Subjects:** ELA - Reading Literature, ELA - Reading Foundational Skills

**Grades:** 6 - Sixth Grade

**Media Types:** Video, Image, Document


155 27 (0)

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# ELA Professional Learning Resource

## Sample

**Building the Foundation: a suggested progression of sub-skills**



This resource is a suggested progression of sub-skills that are needed to achieve the Reading Foundational Common Core State Standards....

**Subjects:** ELA - Reading Foundational Skills

**Grades:** KG - Kindergarten, 1 - First Grade, 2 - Second Grade, 3 - Third Grade, 4 - Fourth Grade, 5 - Fifth Grade

**Media Types:** Document

603 198 (0)

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# Exemplar Instructional Modules Video

[https://www.smarterbalancedlibrary.org/  
content/analyze-relationships-between-  
modern-and-traditional-stories-clarify](https://www.smarterbalancedlibrary.org/content/analyze-relationships-between-modern-and-traditional-stories-clarify)




View It!

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## MATH Instructional Resource

### Sample

**The Milk Intensity Problem..A**  
Question of Ratio



In this problem students are given a recipe for a mixture—making chocolate milk from chocolate syrup and milk. Given that recipe,...

**Subjects:** Math - Practice - 1. Make sense of problems and persevere in solving them, Math - Practice - 4. Model with mathematics, Math - Ratios & Proportional Relationships - Content

**Grades:** 6 - Sixth Grade

**Media Types:** Video, Document, Presentation

102 38 (0)

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# MATH Professional Learning Resource

## Sample

The screenshot shows a digital resource interface. At the top, it reads "Mathematics for Primary School Teachers: Fractions". Below this is a thumbnail image of a document. Underneath the thumbnail, there is a brief description: "This unit is intended to deepen the understanding of fractions and how to develop students' conceptual understanding. It is designed to...". Further down, there are metadata fields: "Subjects: Math - Numbers & Operations - Fractions - Content", "Grades: 3 - Third Grade, 4 - Fourth Grade, 5 - Fifth Grade", and "Media Types: Document". At the bottom of the interface, there are icons for viewing (81), downloading (21), and rating (0).

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# Accessing the Digital Library

Registration of K–12 educators for the Digital Library is the responsibility of the designated California Assessment of Student Performance and Progress (CAASPP) coordinator for each LEA. LEA CAASPP coordinators received the *Smarter Balanced Assessment Consortium User Provisioning Guide for the Digital Library* in May 2014. The guide provides instructions for uploading user account information. K–12 educators must contact their LEA CAASPP coordinator to set up a user account.

retrieved from <http://www.cde.ca.gov/ta/tg/sa/formativeassessfaq.asp> 26



## Tips

- When you identify resources you might want to access again, select the heart and “Add to Favorites.”
- Be a good consumer—review content to ensure alignment to district philosophy and instructional programs.