

# Smarter Balanced ELA Assessments and ELA Task Design: Work Samples and the Essential Skills of Reading and Writing



**When:** Wednesday, November 12th from 9 a.m. to 4 p.m.

**Where:** Douglas Education Service District, 1871 NE Stephens, Roseburg OR 97470

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## **Session 1: (3 hours) Smarter Balanced ELA Assessments**

This session will focus on the content and format of the English Language Arts Smarter Balanced assessments that will be administered to students at grades 3-8 and grade 11 in the 2014-2015 school year. Particular emphasis will be placed on the performance task component of the assessment and how teachers can structure activities during regular classroom instruction throughout the year to promote student confidence and success when the assessments are taken. Participants will:

- ◆ become familiar with the two components of the Smarter Balanced ELA Assessment (computer adaptive test and the performance task) and the item types contained in each.
- ◆ understand how the Smarter Balanced ELA Assessment will be scored, including the use of scoring rubrics for the performance task based on writing purpose.
- ◆ discuss and generate activities and instructional strategies that align with the Common Core and will help prepare students to take the Smarter Balanced ELA Assessment.

## **Session 2: (3 hours) ELA Task Design: Work Samples and the Essential Skills of Reading and Writing:**

In this session, participants will focus on how to effectively create and score performance tasks to provide students an opportunity to demonstrate the Essential Skills of reading and writing. Included in the session will be an examination of the option to create efficiencies by designing English Language Arts work sample tasks that can be used for a variety of purposes. This session, targeted primarily to high school teachers, will explore how participants can design work sample tasks that could be used to demonstrate proficiency in both reading and writing, while at the same time addressing skills emphasized in the standards in the ELA Common Core and measured on the Smarter Balanced Performance Assessment. Participants will:

- ◆ become knowledgeable about the necessary components that make up a comprehensive work sample design, including issues relating to text complexity.
- ◆ engage in developing “scaffolding” questions that can be used both to capture information about student proficiency in reading or writing, and to promote student success on the “full write” portion of the work sample.
- ◆ understand how to apply scoring guide criteria from different rubrics to the same piece of work to reflect student proficiency in a variety of skills.

**For questions please contact Kristine Keizer, 541-440-4775, or at [Kristine.keizer@douglasesd.k12.or.us](mailto:Kristine.keizer@douglasesd.k12.or.us)**