

2019 Criterion-Referenced Tests (CRT) Claim-Level Data Analysis

About Claim-Level CRT Data

- CRT data used with other assessments can inform school and grade level/content area decision-making regarding instruction and allocation of resources. Datalab visualizations, found at datalab.ccsd.net, provide easy access to view and analyze claim-level data.
- Claim-level results are reported on three levels: Below Standard (red), At/Near Standard (green), and Above Standard (blue).
- Two types of CRT student roster reports are available and defined below:
 - **State Assessments – Current Rosters** provide scores for students currently enrolled in the user's school for the 2019-2020 school year.
 - **State Assessments - Historical Rosters** provide results for students who participated in the CRTs for previous test administrations.

Access Claim-Level CRT Data

1. Log into Datalab using your Active Directory (AD) username and password.
2. Select **1 – CCSD > State Assessments – Current Rosters or Historical Rosters > Subtest Results**. Filter data by utilizing the options located to the right of the screen.
3. Click on the **Assessment Name** dropdown menu and select the checkboxes beside the desired assessment(s) (e.g., SBAC ELA, SBAC Math, or Nevada Science CRT) with the corresponding testing year(s).
4. Adjust remaining filter options. Examples may include all students in the **Valid for Accountability** filter and preferences in the **Disaggregate By** filter, as needed.
5. Be sure to select **Apply** when that option is visible within the various filters.

Prioritize Claims

- Claim-level data provide a global overview of how the selected group of students performed within each claim. Educators can analyze data for trends and prioritize areas where a need is shown.
- In the example below, the subtest results for ELA Claim 2: Writing is identified as a priority as this is the claim with the largest percentage of students performing below standard.

Subtest Results					
SBAC ELA 2017-2018	ELA Claim 1: Reading	Overall	24.30%	45.84%	29.86%
SBAC ELA 2017-2018	ELA Claim 2: Writing	Overall	22.19%	43.67%	34.13%
SBAC ELA 2017-2018	ELA Claim 3: Speaking/Listening	Overall	23.36%	58.00%	18.64%
SBAC ELA 2017-2018	ELA Claim 4: Research & Inquiry	Overall	27.21%	54.39%	18.39%

Identified Priority

Claim Performance Expectations

Once a claim has been identified as a need, the next step is to take a closer look at the assessment targets and content specifications within the targeted claim.

- Educators narrow down an area of focus by reviewing the [ELA/Literacy](#) and [Mathematics](#) Summative Assessment Blueprints from www.smarterbalanced.org. Blueprints provide critical information related to assessment targets, Depth of Knowledge levels, and number of items on the CRT.

Target Sampling ELA/Literacy Grades 6–8										
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK ^{2,3}	CAT Items	Item Type		Total Items		
						Machine Scored	Short Text			
CAT	2. Writing	Organization/Purpose	1a/3a/6a: Write Brief Texts ⁹	3	3	0	0–1 ¹⁰	10		
			1b/3b/6b: Revise Brief Texts	2		0–2 ¹⁰	0			
		Evidence/Elaboration	1a/3a/6a: Write Brief Texts ¹⁰	3		0	0–1 ¹⁰			
			1b/3b/6b: Revise Brief Texts	2		0–2 ¹⁰	0			
		Conventions		8: Language and Vocabulary Use ¹⁰		1, 2	2		2	0
				9: Edit/Clarify		1, 2	5		5	0
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	8–9	8–9	0	8–9		
	4. Research	Research	2: Analyze/Integrate Information	2	6	6	6	0	6	
3: Evaluate Information/Sources			2							
4: Use Evidence			2							

Identified Priority

Target Sampling ELA/Literacy Grades 6-8								
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Item Type			Scores
					Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/Purpose	2/4/7: Compose Full Texts	4	0	0	1	1
		Evidence/Elaboration	2/4/7: Compose Full Texts					1
		Conventions	8: Language and Vocabulary Use 9: Edit/Clarify					1
	4. Research	Research	2: Analyze/Integrate Information 3: Evaluate Information/Sources 4: Use Evidence	3, 4 3, 4 3, 4	0-1	0-1	0	1

Identified Priority

Target 4. COMPOSE FULLTEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/voice; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.
 Gr. 6 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9
 (DOK 4)
 W-2
 a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- Educators then use current formative data to narrow down a focus for instruction. For example, classroom data may show students are struggling in the area of Organization/Purpose with explanatory texts. This area aligns to Assessment Target 3 for the Computer Adaptive Test (CAT) and Target 4 for the Performance Task (PT).
- The [ELA/Literacy Content Specifications](#) and [Mathematics Content Specifications](#), shown in the visual to the right, provide educators with clear and rigorous prioritized assessment targets aligned to the Nevada Academic Content Standards (NVACS).
- Educators use this document to further understand the expectations of the summative assessment for each assessment target.
- The prioritized standards with explanations are also listed after each target.

Assessment Resources

Item and Performance Task Specifications

Once educators have determined an area of focus and reviewed performance expectations, it is vital to align classroom assessments to the expectations of the NVACS.

- Item and performance task specifications provide guidance on how to translate the content specifications into assessment items aligned to the rigor of the standards.
- Access the Item Specifications by following the path: www.smarterbalanced.org > **Assessments** > **Development and Design** > **Item and Task Specifications**.
- Click on the link aligned to the desired grade level band and then select the folder to open the ZIP file.
- Open the folder aligned to the desired assessment target and choose the document with the desired grade level (e.g., ELA_Spec_G06_C2_T3a_3b_Dec-15.pdf).
- The PDF includes the explanation of the target, clarification of the target, standards, text complexity, DOK levels, rubric templates, and models of tasks.

Smarter Balanced Sample Items

This site provides educators with a bank of test questions. These questions are not meant to be used as practices test, but for educators and families to better understand the type of questions students will encounter on the summative assessments.

- Go to <http://sampleitems.smarterbalanced.org/> and click **Browse Test Items**.
- Choose the desired grade level and subject. Filtering by Claims and Targets are also available.

Quick Video Tutorials

- For quick videos on using Datalab for state summative analysis, visit bit.ly/Datalabvids.

For additional support, please reach out to the Assessment Department at (702)799-1041, option 2.