

What is Smarter Balanced? What Will Assessment Look Like?

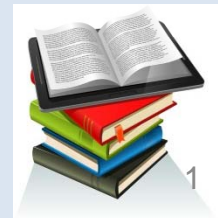
SchoolsMovingUp Webinar ♦ Oct. 10, 2013

PRESENTED BY

Deborah V. H. Sigman

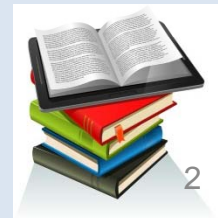
Deputy Superintendent of Public Instruction
District, School and Innovation Branch,
California Department of Education

English Language Arts and
Literacy in History/Social Studies,
Science and Technical Subjects



Secondary Literacy Partnership

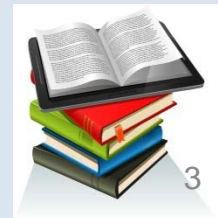
- Association of California School Administrators
- California Department of Education
- California Teachers Association
- California Comprehensive Center at WestEd



Introductions: Today's Presenter



- **Deborah V. H. Sigman**
 - Deputy Superintendent of Public Instruction, District, School, and Innovation Branch, California Department of Education





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Overview of Presentation

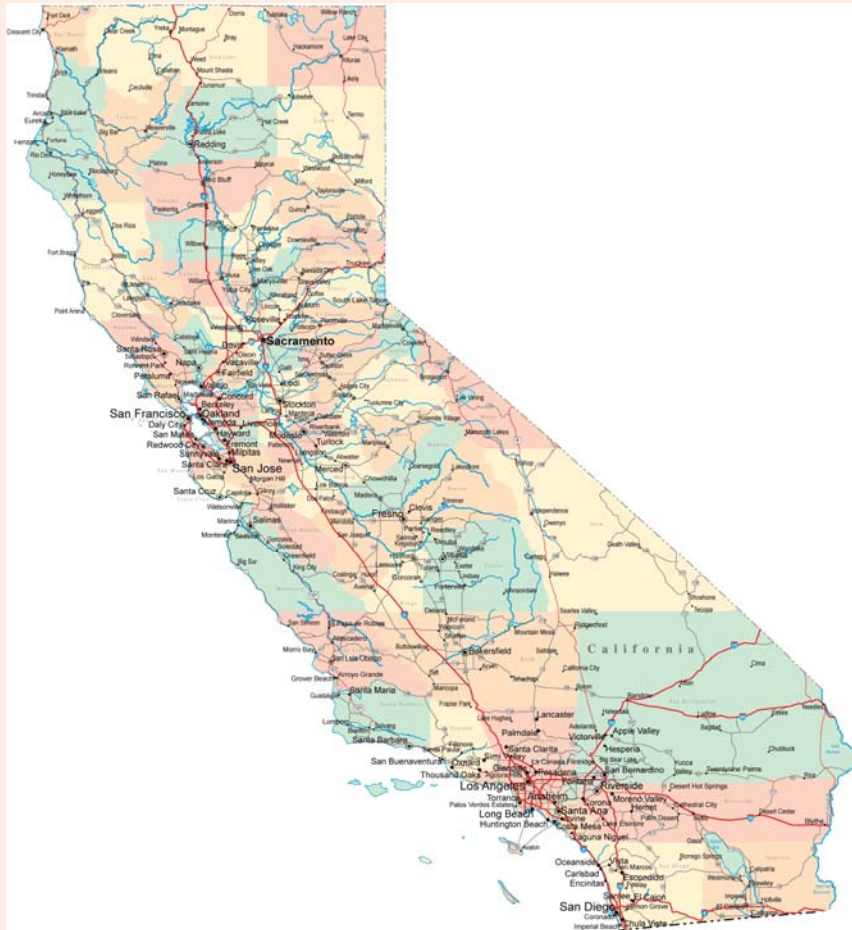
- California's Vision and Foundation for a New Statewide Assessment System
- Smarter Balanced Overview – An Integrated System
- Smarter Balanced Components
- Smarter Balanced Fact vs. Fiction
- Smarter Balanced Item Development
- Smarter Balanced English–Language Arts Item Response Types
- Smarter Balanced Practice and Field Tests
- *Usability, Accessibility and Accommodations Guidelines*
- Smarter Balanced Digital Library



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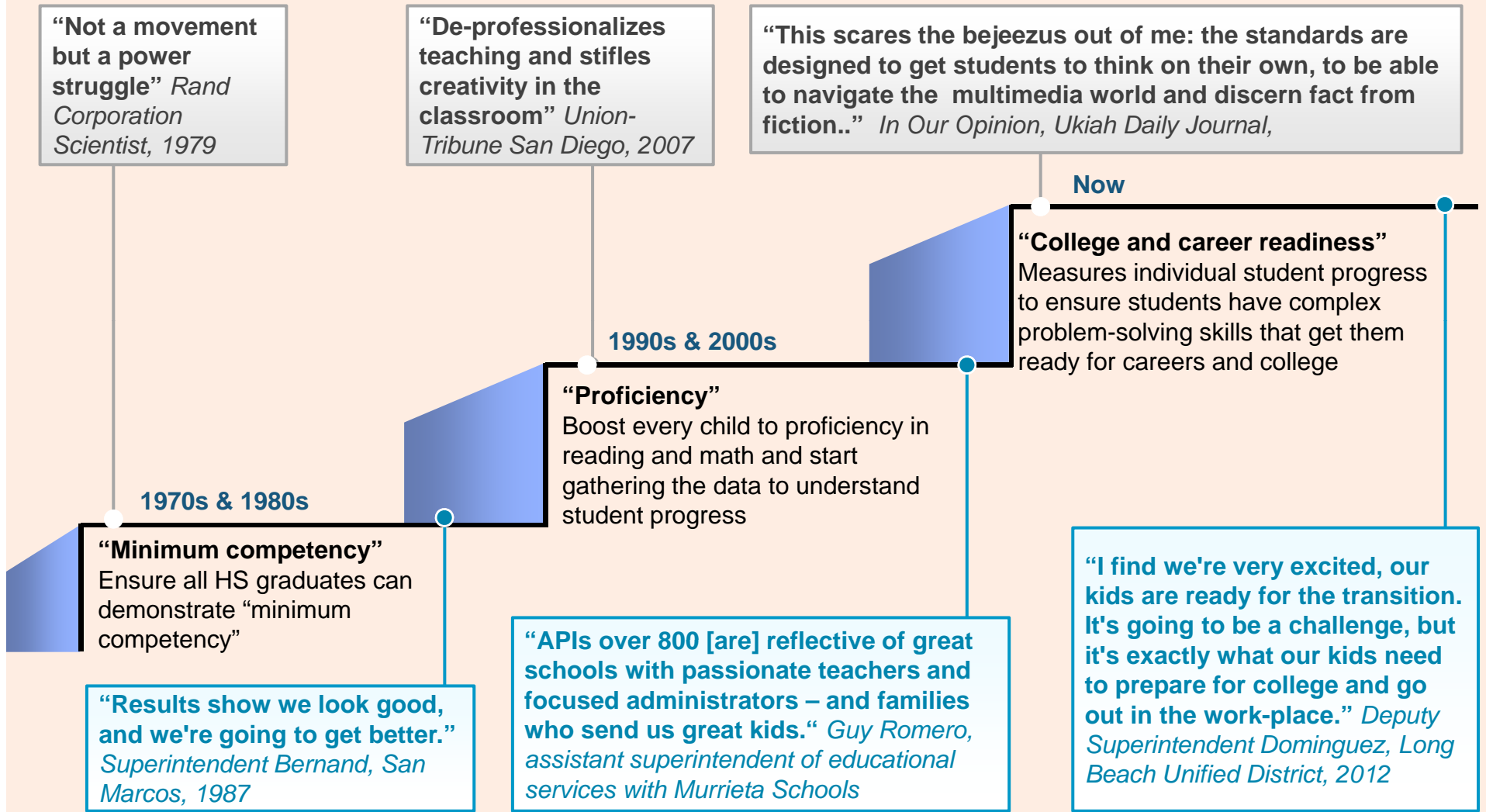
Section One

California's Vision and Foundation for a New Statewide Assessment System



**Education has
never been
stagnant**

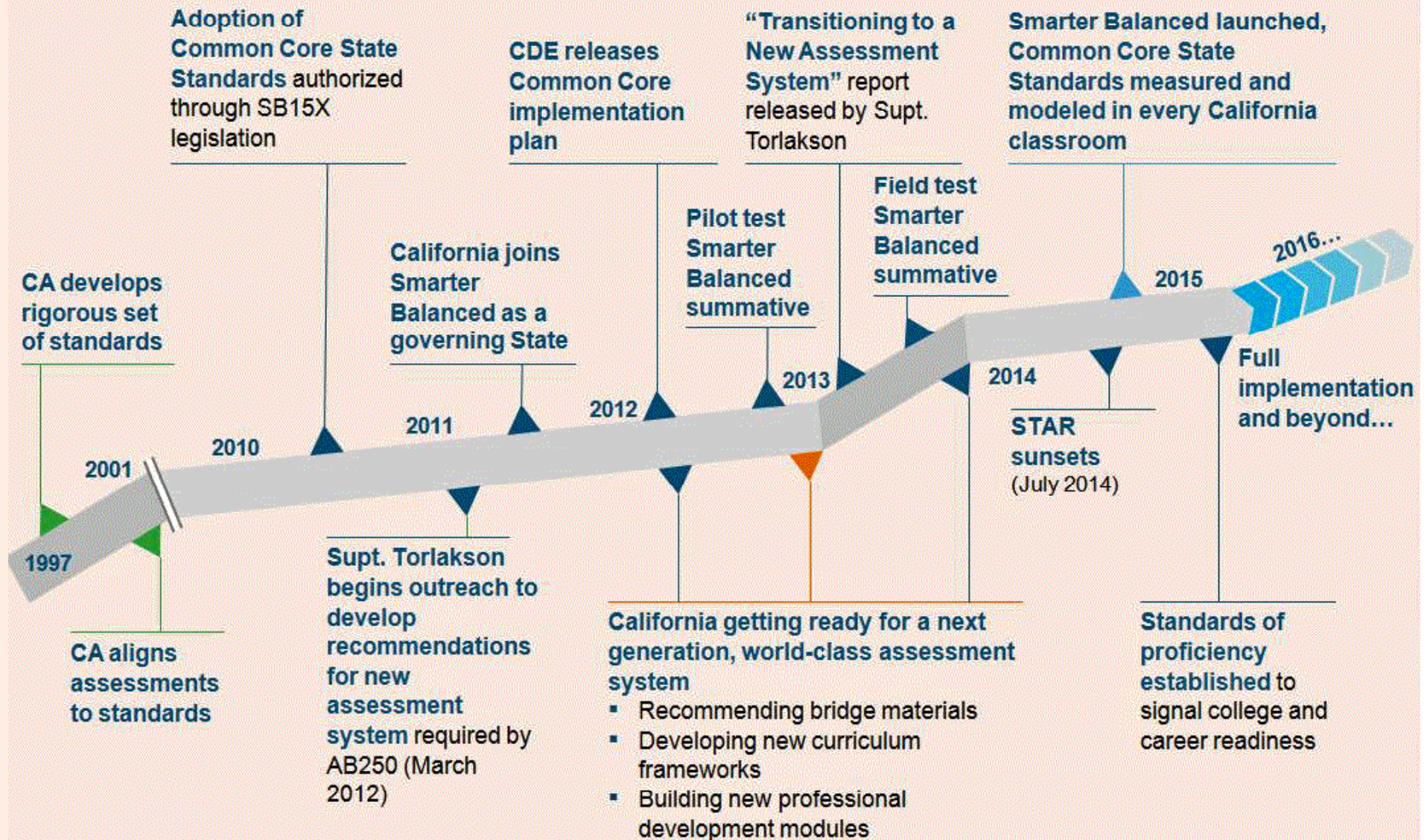
Education has never been stagnant; the Common Core and Smarter Balanced are part of the normal, important progression



At each inflection point people have been nervous, but each time it has been the right thing to move forward

We are in the midst of our journey towards Common Core implementation

▲ Today





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California has a clear and inspiring vision for public education, focused on great instruction and grounded in the new Common Core State Standards.

California's vision for college and career readiness:

- **High quality teaching and learning** in every classroom using **assessments**
- Built on the **Common Core State Standards**
- Reinforced by **practical supports for teachers**
- **Help more students** at all proficiency levels with the goal of ensuring that **all students graduate** prepared for college and careers in the global economy of the 21st century



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Setting the Foundation for a New Assessment System

- Recognize **assessment is an integral part** of a cycle of standards, curriculum, and instruction.
- Recommend a system that **promotes and models** high quality teaching and learning.
- Consider the **input** of thousands of **stakeholders**.
- Consider the **role the state should play** in the assessment system and the value of local control.
- Recognize the current fiscal climate but also the **investment opportunity**.



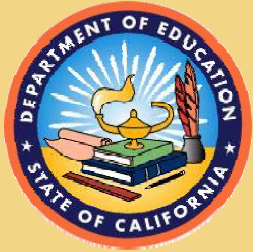
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Assembly Bill 484

Establishes the **primary purposes of the assessment system:**

- assist teachers, administrators, and students and their parents to improve teaching and learning;
- promote high-quality teaching and learning using a variety of assessment approaches and item types



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Assembly Bill 484



Establishes California's new **statewide student assessment system**, the California Measurement of Academic Performance and Progress

- Includes the Smarter Balanced Assessment Consortium (Smarter) assessments for English-language arts and mathematics

Have you been following this bill?





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Section Two

Smarter Balanced Overview: An Integrated System



**Smarter Balanced
design reflects
what we have
learned
assessment can do
for instruction**

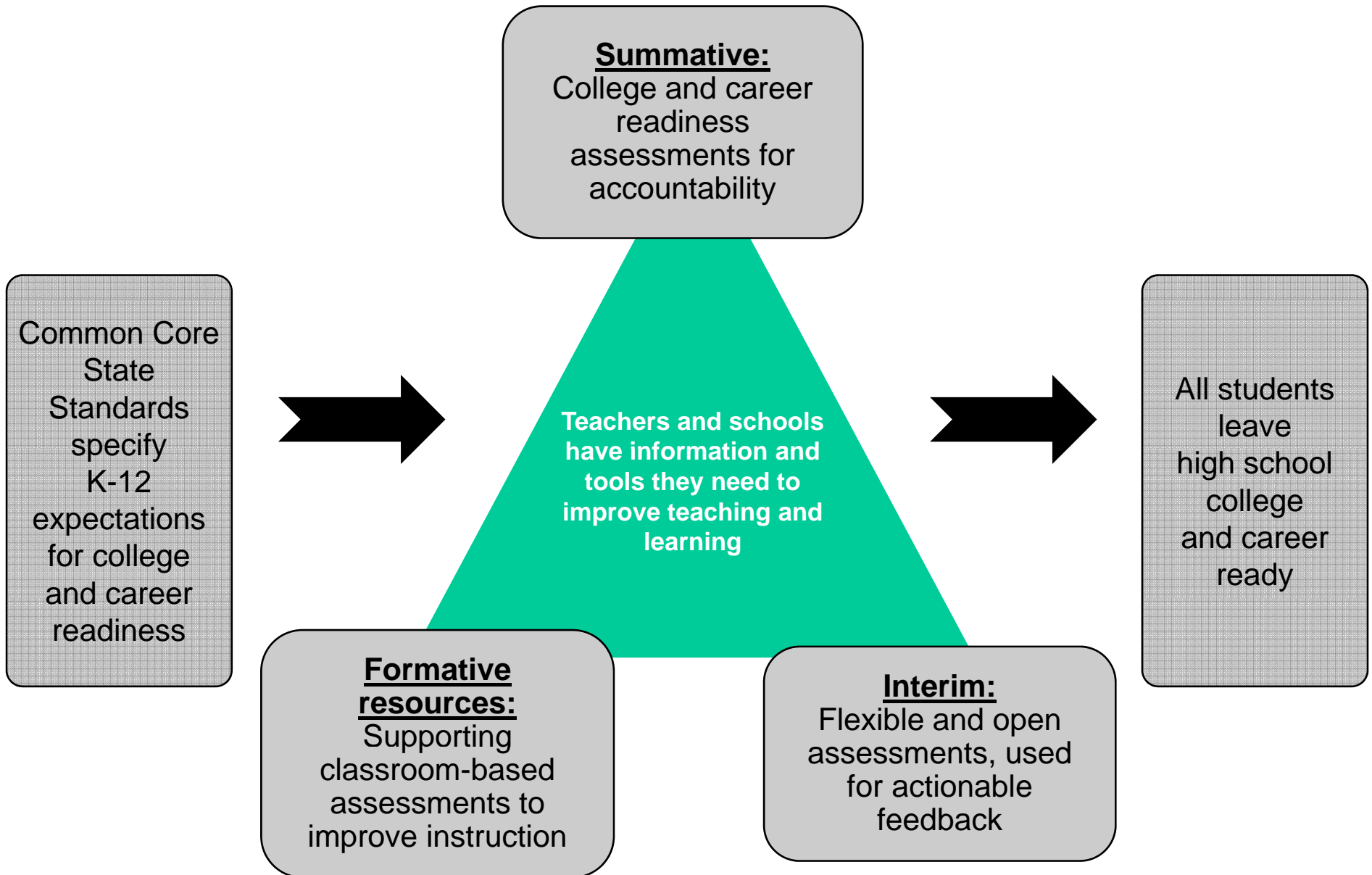
“Not just another test”...Smarter Balanced is critical to helping California achieve its vision

1	Prepares California’s students for a changing world	Assessments model instruction and prepare students for the new economy
2	Supports teachers with a practical suite of resources	Tools for instruction and information are integrated from promote and inform great teaching
3	Connects learning to life after high school—career or college	Aligned with college curricula and employer expectations
4	Provides meaningful information to guide student growth	Actionable and timely data for teachers, parents and students
5	Keeps California Educators in the driver’s seat	State Educators, researchers, policymakers helped build Smarter Balanced

Smarter Balanced's design reflects what we have learned assessment can do for instruction

	STAR was designed to...	Smarter Balanced is designed to...
Formative and interim tools	Be a stand-alone event that provides a valid and reliable snapshot in time	Provide an integrated system of customizable, aligned assessments and formative tools to be used as a feedback loop throughout the year by teachers
Summative	Provide data for an accountability measure	Provide detailed information about students to inform instruction , and an accountability measure
	Primarily be a multiple choice assessment	Assess deeper learning beyond multiple choice capabilities through performance tasks, constructed response and tech-enhanced items
	Be a fixed-form test to be accurate at a point in time	Be an adaptive test to provide an accurate, individual assessment of a student's knowledge and skills over time
Curricular alignment	Measure content standards (that were not vertically aligned)	Measure content standards that are vertically aligned, to show growth across grades
Security	Be as secure as a paper , fixed form, handled test can be	Be secure through a 35,000 item bank, adaptive, and electronic

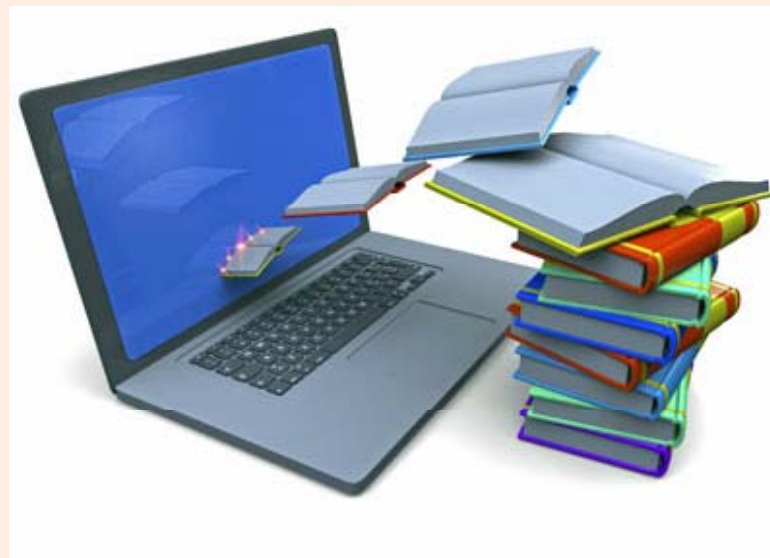
A Balanced Assessment System





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Smarter Balanced Digital Library



**Digital Library
launching in
spring 2014**



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Smarter Balanced Digital Library

- In California, Assembly Bill 484 requires the state to purchase interim and formative tools for kindergarten through grade 12 as provided through consortium membership and offer to LEAs at no cost.



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Digital Library of Formative Tools and Practices

- Each Smarter Balanced member state has formed a State Network of Educators to review proposed tools and practices for inclusion in the digital library
- In California, 150 educators were selected for this team
- The first stage of the Digital Library is expected to be launched in spring 2014



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Digital Library of Formative Tools and Practices (cont.)

- Working with an expert advisory panel, Smarter Balanced established a list of quality criteria to evaluate resources for inclusion in the Digital Library
- Criteria will ensure resources match the focus of the Digital Library:
 - Alignment to CCSS
 - Embedded formative assessment practices
 - Research-based instructional strategies
 - Smarter Balanced assessment system



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Digital Library Professional Learning Modules

- Smarter Balanced will produce Web-based modules on topics including:
 - Common Core State Standards
 - Assessment literacy
 - Understanding the Smarter Balanced content specifications
 - Formative assessment process within the context of the Smarter Balanced assessment system
 - Evaluating classroom assessments



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Pause to Check In

Do you have any questions on the information just shared?

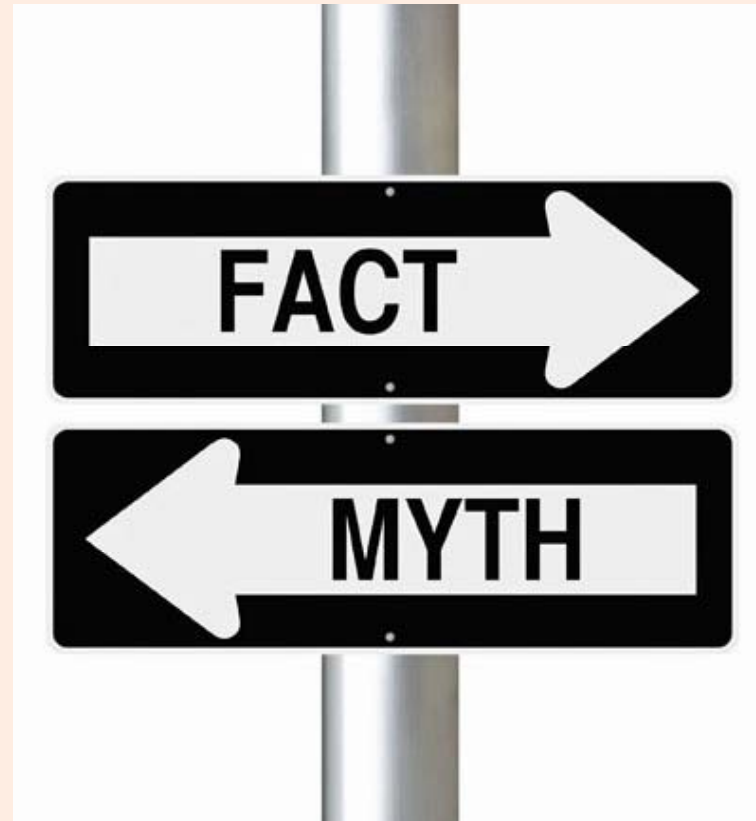




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Section Three

Smarter Balanced: *Fact vs. Fiction*





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Smarter Balanced: *Fact vs. Fiction*

Fiction	Fact
<p>These new assessments are untested</p>	<p>Smarter has conducted or completed the following “tests of the tests”:</p> <ul style="list-style-type: none">• Cognitive labs• Small-scale trials• Pilot test• Technology Readiness Tool Field test will be completed in Spring 2014 <p>These procedures are critical in the development of valid and reliable assessment measures</p>



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Smarter Balanced: *Fact vs. Fiction*

Fiction

These tests will require advanced technology that schools don't have and can't afford

Fact

Designed to work with schools' existing computing resources (see minimum requirements at <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/>)

Paper and pencil version will be available for up to 3 years after the first operational test (2014-15 school year).



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Smarter Balanced: *Fact vs. Fiction*

Fiction	Fact
<p>These tests represent a new federal intrusion into education.</p>	<p>ESEA has required assessments for accountability for decades.</p>
	<p>In 2001, NCLB expanded the tests required.</p>
	<p>Smarter Balanced is a member states-run consortium and will continue to be after the federal grant period is over.</p>



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Smarter Balanced: *Fact vs. Fiction*

Fiction

Nothing is known about these tests.

Fact

From its inception, Smarter Balanced has been very transparent and public about its development process. Smarter provides all the key assessment documents (content/item specifications, achievement level descriptors, technology specifications, test blueprints, etc.) on the Smarter Balanced Web site:

<http://www.smarterbalanced.org/>



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Smarter Balanced: *Fact vs. Fiction*

Fiction

The cost of these tests is unknown.

Fact

Smarter Balanced has released the following cost **estimates**:

- End of Year summative alone: \$22.50 per student
- End of Year summative plus interim and formative systems: \$27.30 per student

These are estimates at this point, but will enable states to begin their individual state procurement processes for the 2014-15 operational test



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Smarter Balanced: *Fact vs. Fiction*

Fiction

These tests will result in the collection of intrusive and inappropriate data on children.

Fact

- States will make all policy decisions regarding the use of their student data.
- Smarter Balanced will adhere to all federal and state privacy laws (FERPA, etc.).

Smarter has created a tentative data privacy policy which is consistent with the two bullet points above.



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Smarter Balanced: *Fact vs. Fiction*

Fiction

These assessments will result in standardization of teaching and learning.

Fact

Smarter Balanced is based on a theory of action which supports a balanced assessment system that supports an integral system of instruction and assessment.

- In California, teachers will be able to use the interim assessments in the manner in which suits their instructional needs.
- The digital library contains a myriad of formative tools, practices, and professional development resources to support quality and appropriate instruction.



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Quickwrite

Do you need any clarification on the information just covered?

Please type in the chat.





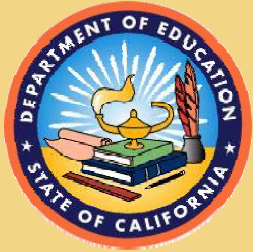
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Section Four

Smarter Balanced Item Development



**Greater
breadth and
depth...**



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Quick Poll: Depth of Knowledge

Are you familiar with the Depth of Knowledge (DOK) levels?



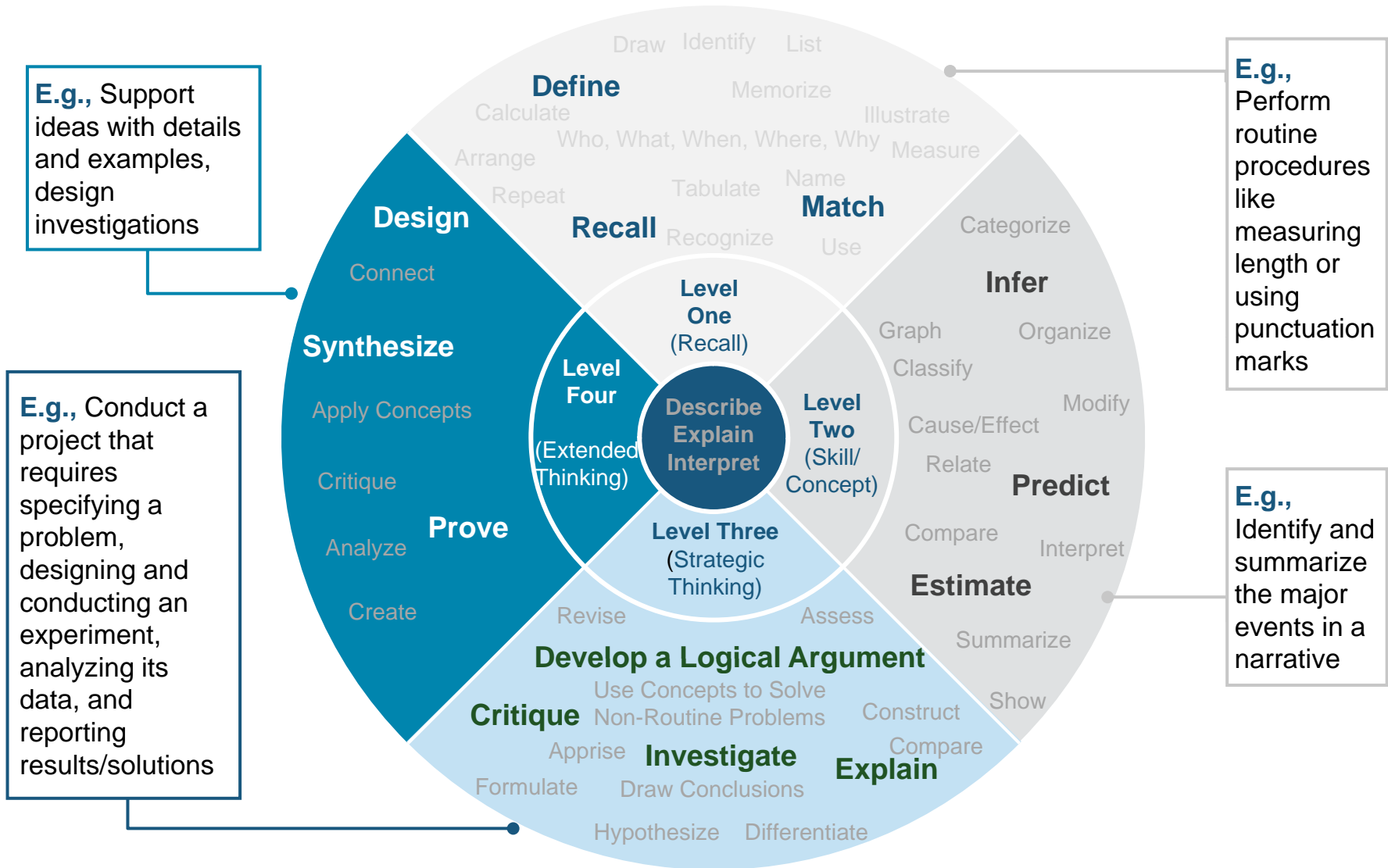


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Depth of Knowledge (DOK)

- **DOK 1: Receive or recite facts; use simple skills or abilities**
 - Support ideas by referring to details in the presentation
- **DOK 2: Some mental processing beyond recall; involves comprehension and processing of text**
 - Use context cues to identify the meaning of unfamiliar words
 - Predict a logical outcome based on information in a presentation
 - Identify and summarize the major events in a presentation
- **DOK 3: Deeper knowledge expected; comprehend text, and go beyond it**
 - Determine the author's purpose and describe how it affects the interpretation of a presentation
- **DOK 4: Higher level, extended thinking; develop hypotheses; perform complex analysis**
 - Analyze and synthesize information from multiple sources.
 - Examine and explain alternative perspectives across a variety of sources.

Common Core State Standards bring more breadth and depth by emphasizing the full range of thinking skills





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Section Five

Smarter Balanced Items, Practice Tests, and Field Test

Smarter Balanced
Assessment Consortium

Stay Co

ABOUT SMARTER BALANCED ASSESSMENTS K-12 EDUCATION HIGHER EDUCATION

Take the Practice Test

Get an early look at English language arts/literacy and mathematics assessment questions aligned to the Common Core. [READ MORE](#)

Smarter Balanced Assessment Consortium

Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. [READ MORE](#)



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Quick Poll: Preview

Have you had a chance to preview any of the practice tests or sample items and performance tasks that are available on the web page for this webinar?





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Smarter Balanced Practice Tests

- Provide students, parents, teachers, administrators the opportunity to become familiar with the online testing environment
- **Should not be used to guide instructional decisions regarding individual students**
- A practice test is available in ELA and math for each of grades 3-8 and grade 11
 - Approximately 30 questions per test

<http://www.cde.ca.gov/ta/tg/sa/practicetest.asp>



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Smarter Balanced Item Response Types

- Multiple Choice with one correct response
- Multiple Choice with multiple correct responses
- Two-part multiple choice
- Matching Tables
 - Yes/No or True/False Tables
- Fill-In Tables
- Select or order text or graphics
- Complex drag and drop
- Graphing
- Equation or numeric response
- Short Text
- Long Essay



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Two-Part Multiple Choice Practice Test Item

LIFE in the Food Chain

What Do You Have in Common with Corn, Mushrooms, Cows, and Grass?

by Ellen R. Braaf

Like all living things, you need energy. The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.

The energy in all your food comes from the sun, 93 million miles away. How did the sun's energy end up in the things you eat? You can thank green plants. They contain chlorophyll--a substance that traps the energy in sunlight. This energy then helps plants change water from the soil and carbon dioxide from the air into oxygen and carbohydrates that power their cells. This process is called photosynthesis.

Most plants make more food than they need. They store the extra in their roots, leaves, stems, flowers, fruit, and seeds. So, when you eat carrots, spinach, celery, cauliflower, bananas, or walnuts, some of the energy stored in plants passes on to you.

1

This question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the sentence that explains what might happen to the food chain if there were no sun.

- A) More producers would be needed to support the food chain.
- B) Carnivores in the food chain would have to find new things to eat.
- C) Some animals in the food chain would die while others would thrive.
- D) Almost all living things in the food chain would not get enough energy.

Part B

Now, click on the sentence from the text that supports your answer in part A.

- A) Food chains everywhere—in grasslands and deserts, oceans and tropical rainforests—begin with the producers.
- B) Elephants grazing on grass, caterpillars munching leaves, and pandas chomping bamboo get energy directly from producers.
- C) When an owl eats a mouse that nibbled seeds, it tops a three-link chain.
- D) Because all organisms use the energy they get from food to live, grow, and reproduce, only small amounts remain to pass between the living links in a food chain.



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Hot Text Practice Test Item

LIFE in the Food Chain

What Do You Have in Common with Corn, Mushrooms, Cows, and Grass?

by Ellen R. Braaf

Like all living things, you need energy. The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.

The energy in all your food comes from the sun, 93 million miles away. How did the sun's energy end up in the things you eat? You can thank green plants. They contain chlorophyll--a substance that traps the energy in sunlight. This energy then helps plants change water from the soil and carbon dioxide from the air into oxygen and

5

Click on **all** the sentences from the excerpt below that support the idea that a high population of moose will lead to a decrease in their numbers.

Ups and Downs

Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another. As more moose are born on the island, they eat more balsam fir. The more they consume, the more they damage the trees. Stunted trees mean less food. **Eventually, there's not enough food to support all the moose.** Many starve, and their numbers decrease. With fewer moose dining on them, fir trees gradually recover.

A similar boom-and-bust cycle occurs between predator and prey. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick. So wolves prey mainly on old and weak animals. Good hunting means food for the whole pack. Wolves then raise lots of pups, and their numbers increase. **More wolves mean more mouths to feed and more moose get eaten.** However, when the moose population decreases, wolves starve.



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Short Text Practice Test Item

7



John wrote a narrative story for his creative writing class. However, his draft lacks a transition between paragraphs. Read his story and the directions that follow.

Tonight was activity night, as it was called at my middle school. These nights were a mix of school dance and open gym. Most of the younger boys played sports in the downstairs arena, while the girls and some of the older eighth graders stood against the walls of the upper gym. While the downstairs arena was brightly lit with fluorescent bulbs, the upper gym was dim, and swirls of rainbow light spun on the ceiling. Loud pop music blasted from speakers set up in one corner.

Instead, I usually hung around with my guy friends, ran around, and then went home. But that night, Sarah, a flute player from the band, asked if I'd come and say hi after my game. So I met up with my friends, and we played a short basketball game and, soaked with sweat, headed upstairs to meet up with her.

Question

Write a transition sentence that logically connects the two paragraphs and is consistent with the tone of the narrative.

Grade 8 Writing Questions

Penny Argumentative Performance Task

Issue:

In recent years, there has been a heated debate emerging about one aspect of the United States monetary system. This particular debate is not about what we should do to solve the multi-trillion dollar national debt or to fix the recent problems on Wall Street. Surprisingly, it is about whether we should keep producing and using pennies.

This issue is one of the topics of your school's yearly mock (something meant to look like the real thing) Congressional Session for all 8th graders. You have been appointed as the lead for the subcommittee on financial issues, and you need to research the arguments for and against keeping the penny. As a part of your research, you have found four sources.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an argumentative essay.

In Part 2, you will write an argumentative essay on a topic related to the sources.

1

Provide **three** arguments from the sources you just read that support the position that the penny should be preserved. Be sure to include the title or the number of the source for each argument you provide.

Type your answer in the space provided.

2

Now provide **three** arguments from the sources that support the position that the penny should be eliminated. Be sure to include the title or the number of the source for each argument you provide.

Type your answer in the space provided.

These two questions show one of the types of preparatory activities for longer writing tasks.

Student Directions for Part 2

You will now review your sources, take notes, and plan, draft, revise, and edit your essay. You may use your notes and refer to the sources. Now read your assignment and the information about how your argumentative essay will be scored; then begin your work.

Your assignment:

Now that you have read the sources, you will take a position and present your findings at your school's yearly mock Congressional Session. For your presentation, analyze the arguments and make a claim as to whether or not the penny should be preserved. Make sure you address potential counterarguments in your essay and support your claim with information from the sources you have examined.

Argumentative Scoring

Your argumentative essay will be scored using the following:

1. **Statement of claim and organization:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. **Elaboration/evidence:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your argumentative essay. Manage your time

This slide is a sample of the type of directions provided for a longer performance task which, in this case, is an argumentative essay.

To model a “real world” situation, the task is accompanied by a selection of sources a student may use to prepare his or her response.

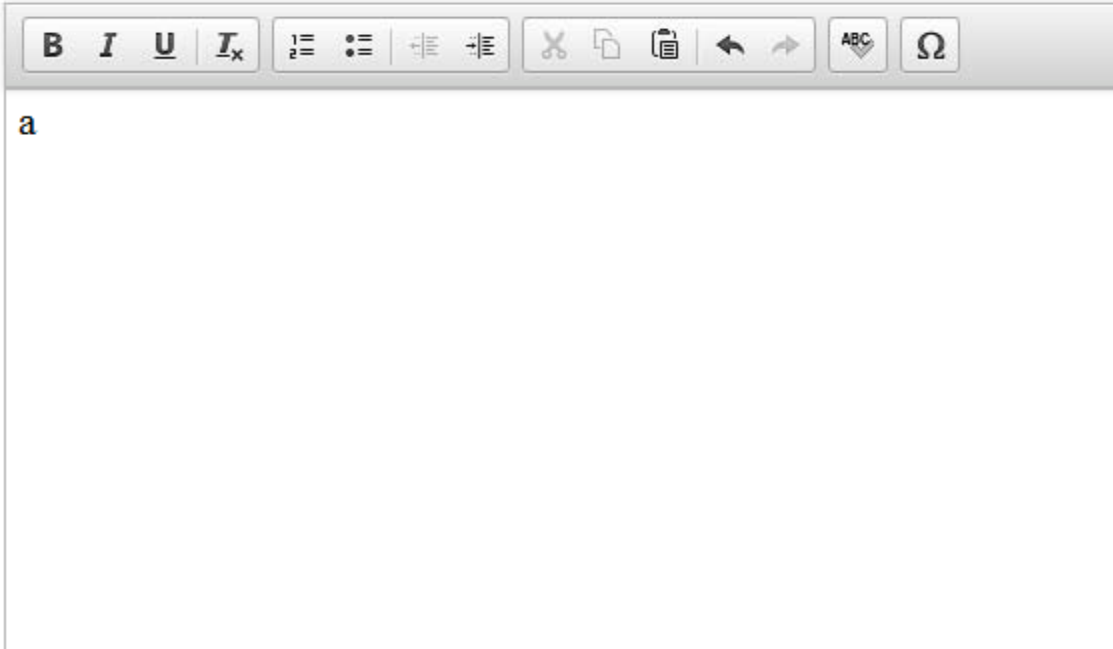
The instructions are continued on the next slide.

Now begin work on your argumentative essay. Manage your time carefully so that you can

1. plan your essay
2. write your essay
3. revise and edit the final draft of your essay

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a multi-paragraph essay, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type. Remember to check your notes and your prewriting/planning as you write and then revise and edit your essay.



The screenshot shows a word processing toolbar with the following icons from left to right: Bold (B), Italic (I), Underline (U), Strikethrough (I_x), Bulleted List, Numbered List, Decrease Indent, Increase Indent, Cut, Copy, Paste, Undo, Redo, Spell Check (ABC), and Insert (Ω). Below the toolbar is a large text input area containing the letter 'a'.

This slide shows the remaining instructions (from the previous slide) and shows the typing area and tools that students use for their responses.

Grade 11 Writing Questions

22



The following excerpt is from a writer's informational paragraph about the Ferris wheel. Read the paragraph and click on the sentence the writer should revise to maintain a consistent focus.

The first Ferris wheel was built for the World's Fair of 1893. It was a colossus that weighed about 2,100 tons. The diameter of the wheel was 250 feet. Its 36 cars were each as big as a trolley car that could hold 60 people. In one day, the Ferris wheel carried up to 38,000 riders. In all, about 1.5 million fair-goers enjoyed the first Ferris wheel. Although the first Ferris wheel was a hit, it did not achieve the lasting fame of the Eiffel Tower.

This slide shows another way in which writing skills are tested and how students provide a response.



A student is writing an argumentative research report to answer the research question, “Should fluoride be added to public drinking supplies to promote dental health?” Read four credible sources that the student found about fluoride. Then, answer the question that follows.

SOURCE #1:

Optimal fluoride levels recommended by the US Public Health Service and CDC for drinking water range from 0.7 parts per million (ppm) for warmer climates to 1.2 ppm for cooler climates to adjust for the tendency for people to drink more water in warmer climates.

SOURCE #2:

Salts containing Group I elements from the periodic table can dissolve (Li^+ , Na^+ , K^+ , Cs^+ , Rb^+). Exceptions to this rule are rare. Salts containing the ammonium ion (NH_4^+) can also dissolve. . . . Fluorides frequently do not dissolve; for example, BaF_2 , MgF_2 , and PbF_2 .

SOURCE #3:

Exposure to excessive consumption of fluoride over a lifetime may lead to increased likelihood of bone fractures in adults and may result in bone pain and tenderness. Children aged eight years and younger exposed to excessive amounts of fluoride have an increased chance of developing pits in tooth enamel, along with a range of cosmetic effects to teeth.

SOURCE #4:

Widespread use of fluoride has been a major factor in the decline in the prevalence and severity of dental caries (i.e., tooth decay) in the United States and other economically developed countries. When used appropriately, fluoride is both safe and effective in preventing and controlling dental caries. . . . To ensure additional gains in oral health, water fluoridation should be extended to more communities, and fluoride toothpaste should be used widely. Adoption of these and other recommendations in this report could lead to considerable savings in public and private resources without compromising fluoride’s substantial benefit of improved dental health.

Which **two** sources contain the **most** useful evidence and should be cited when writing a report arguing a claim and counterclaim concerning fluoride use?

This slide shows another way in which writing skills are tested.

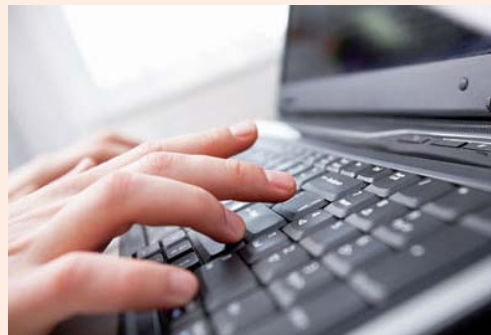


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Quickwrite: Item Response Types

To what extent do you think these item response types will affect teaching and learning? Type in the chat the number that reflects your answer:

1. Not at all
2. Somewhat
3. Greatly
4. Very much



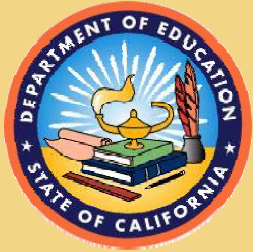


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Field Test Purpose

A field test is not designed to be a valid and reliable measure of student achievement; rather, it is designed to help the test developers evaluate whether the tests, individual items, and the technology platform work as intended before the first operational administration.

— Deborah S. Delisle
U.S. Department of Education



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Smarter Balanced Spring 2014 Field Test

- March 18 – June 6, 2014
- Specific school and student sampling structure is under development.
- Scientific sample is comprised of 20% of students across consortium states (10% ELA and 10% math).
 - Data from this sample will be used to determine item reliability and validity and initial performance level scores.
- Participating students will take EITHER an ELA or mathematics Field Test.
- No student, school, or district level reports will be produced.



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Benefits of Field Test Participation

- **Students** will have hands-on experience with the functionality of a computer-based assessment.
- **Teachers and administrators** will gain valuable exposure to administration logistics during a trial run.
- **LEAs** will benefit from having learned where technology gaps may exist, and then can fully prepare for operational assessments.



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Summative Testing Windows for the 2014–15 Smarter Balanced Operational Tests

- Approved by governing states on September 10, 2013.
- In **grades 3–8**, 66% of school's instructional days must be completed before testing can begin.
- In **grade 11**, 80% of a school's annual instructional days must be completed before testing can begin.



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Summative Testing Windows for the 2014–15 Smarter Balanced Operational Tests (cont.)

- Testing may continue up to and include the last day of school
- A state may establish more specific windows within the consortium-defined parameters
- CDE will likely take regulations to State Board to establish specific California windows



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Pause to Check In

Do you have any questions on the information just shared?



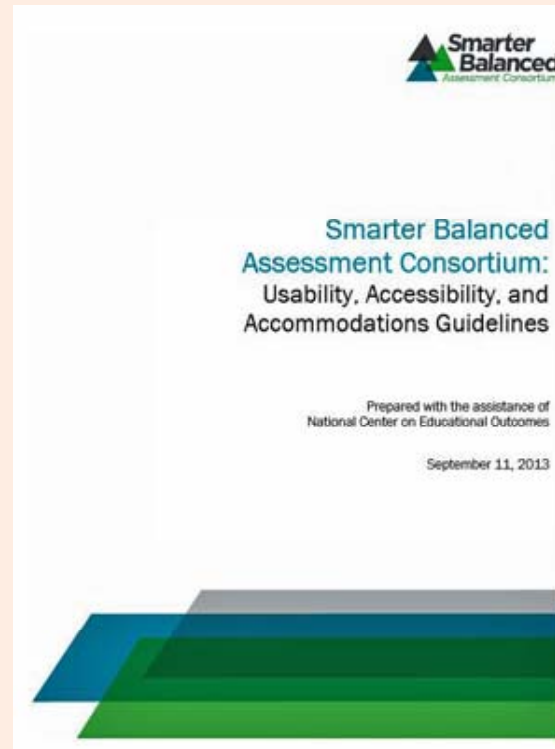


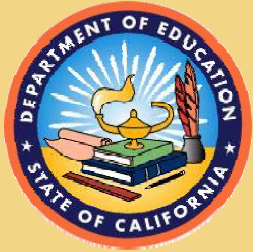
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Section Six

Smarter Balanced

Usability, Accessibility, and Accommodations Guidelines





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Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*

- Approved by governing states on September 10, 2013
- Describe three types of student support:
 1. **Universal tools**, available to all students. Examples include spell-check, highlighter, embedded ruler, strikethrough, and English dictionary.



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Usability, Accessibility, and Accommodations Guidelines (cont.)

- 2. Designated supports**, available to identified students, including English learners, struggling readers, and students with attention deficits. Examples include color-contrast text, the blocking of distracting content, stacked translations, and bilingual dictionary.



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Usability, Accessibility, and Accommodations Guidelines (cont.)

- 3. Accommodations**, available to students with an individualized education program or a 504 plan that specifies the need for such an accommodation. Examples of accommodations include closed captioning, Braille, calculator, and scribe.

The *Guidelines* document is available online at <http://www.cde.ca.gov/ta/tg/sa/access.asp>.



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State Superintendent
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For Further Information

CDE Transition Office

sbac@cde.ca.gov

916-445-8517

Technology Readiness Coordinator

sbac-itreadiness@cde.ca.gov

CDE Smarter Balanced Web Page

<http://www.cde.ca.gov/sbac/>

Smarter Balanced Assessment Consortium Web site

<http://www.smarterbalanced.org>

SBAC CDE Electronic Mailing List Requests

subscribe-sbac@mlist.cde.ca.gov

As we move forward...



Quickwrite:

What is one new thing that you have learned from this webinar as you move forward with implementing the common core?



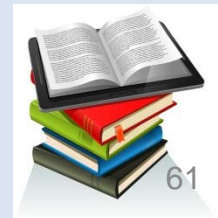
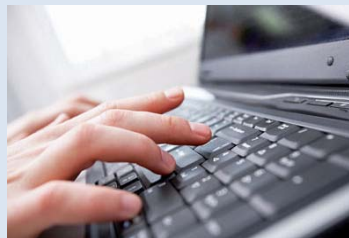
Next Steps

Here are some ideas for next steps:

Reviewing complementary resources

- Reviewing the test items
- Signing up for the webinar on Depth of Knowledge
- Reviewing the Professional Learning Modules on assessment
- Providing us your feedback

Please feel free to share any other ideas you have in the chat.

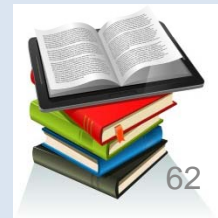


Webinars in this Series

All webinars will be archived and available for viewing at future dates.

- November 14, 2013: Creating Critical Thinkers in the Common Core Classroom
- January 16, 2014: Assessment Literacy
- February 13, 2014: Depth of Knowledge and Critical Thinking
- March 13, 2014: *We Can Achieve Equity Through Implementing the Common Core*

Archived webinar: Overview of the CCSS for 6th-12th Grade ELA and Content Area Teachers



Thank You



Next Steps

Feedback Survey

<https://www.surveymonkey.com/s/year2slptwo>

Archive Information:

<http://www.schoolsmovingup.net/webinars/yr2slp2>

Common Core Professional Learning Modules (PLMs) at myboe.org:

[http://myboe.org/portal/default/Group/Viewer/GroupView?
action=2&gid=2996](http://myboe.org/portal/default/Group/Viewer/GroupView?action=2&gid=2996)

