

 to creating Oregon SBAC-based questions



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Pre fa ce



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- For more resources go to: www.WeTeachTogether.org

Introduction

The Oregon 7th-grade Smarter Balanced Assessment (SBAC) is a tool that provides educators with data to prepare students for success in the classroom. However, it is a multilayered tool that cannot be deconstructed and studied easily. Suppose an educator can engage and interact with how the SBAC questions are structured. In that case, they can reproduce it to create rigorous scaffolded instruction that builds transferable knowledge with culturally responsive and student-centered assignments. This document aims to help educators backward design from how questions are structured in the SBAC to modifying existing curricula but, more specifically, the questions presented to students. The end goal is to help educators better prepare students for success in the classroom and standardized tests.

SBAC Background

In 2010 the Smarter Balance Consortium was created as a project that would use the knowledge of K12 educators collaborating with higher education experts to develop an assessment that would use state standards and informed instruction to better prepare students for success. Educators across the United States wrote test items, created and reviewed resources and tools, and advised on policies and practices.

State Standards



State standards specify what students need to know and be able to do for success after high school.

Informed Instruction



The Smarter Balanced assessment system provides standards-aligned tools, information, and feedback to inform instruction and help teachers to support student learning and growth, including development of essential critical-thinking and problem-solving skills.

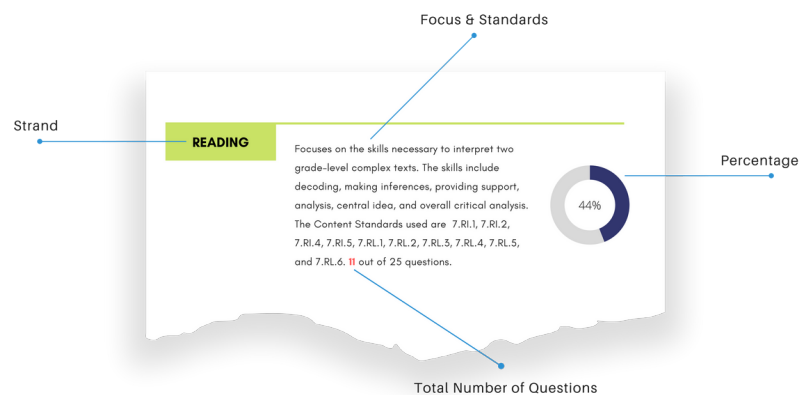
College & Career Ready



As a result, the Smarter Balanced system helps educators ensure students graduate high school ready to succeed in college and a career.

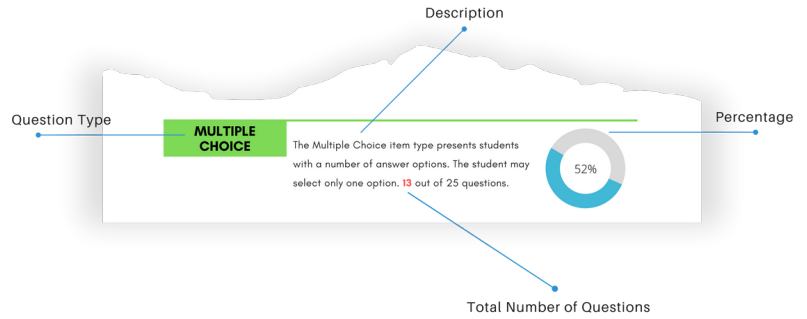
Strand Break Down

The purpose of this section is to provide educators with a glance at how the SBAC is organized into the language skills of Reading, Writing, Listening, and Research/Inquiry. The SBAC then uses a specific standard, target, depth of knowledge (DoK), and question type for every question used in these strands. Educators also see the percentage each strand makes up and the number of questions in the assessment. Understanding this structure makes it easier for educators to modify existing curricula and see what and how state standards are used.



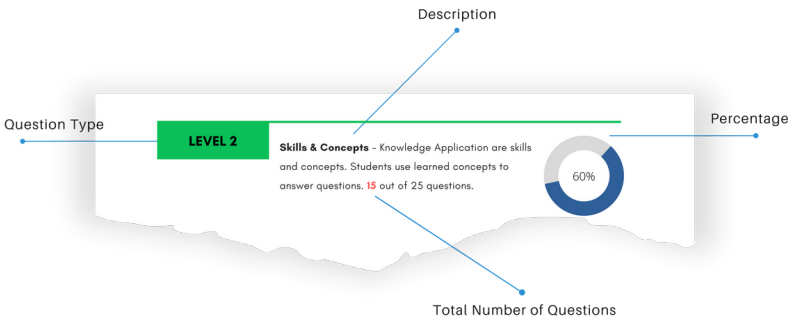
Question Break Down

Understanding the five-question categories is essential as it gives educators insights into how each category has been put together.



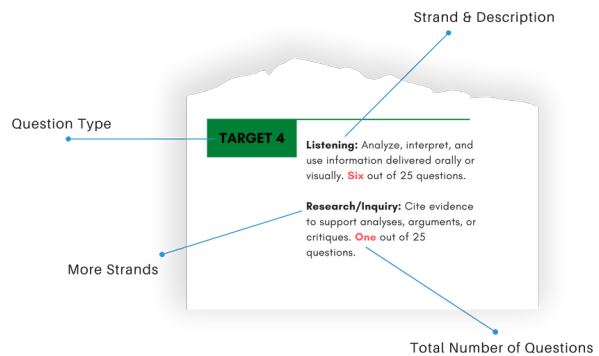
DoK Break Down

Depth of Knowledge can also contribute to the rigor of questions educators create for their existing assignments. This section will help you understand how the SBAC uses them to create the structure of their questions.



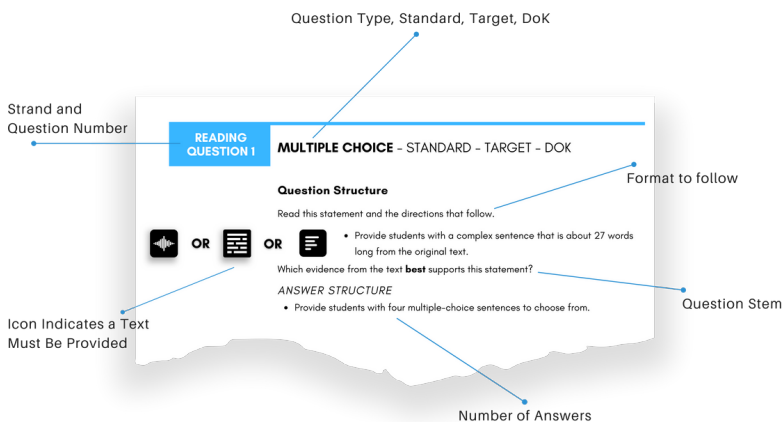
Target Cheat Sheet

The state standards provide a broad view on what a question is evaluating students on, but the target narrows that focus. Understanding how the SBAC uses targets can help facilitate the recreation of these types of questions.



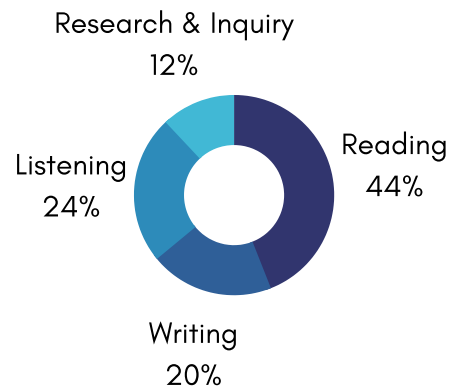
Question Templates

The main section of this document will walk educators through all 25 questions of the sample assessment offered by Smart Balance. You will see how each question uses standards, targets, and DoK. Educators will get a question stem to help them create questions and provide grade-appropriate texts for students.



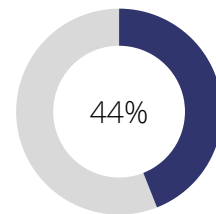
Strand Break Down

The 7th-grade Smarter Balanced Assessment (SBAC) is aligned with Oregon's Content Standards. The assessment sample had 25 questions and it is broken down into the following strands.



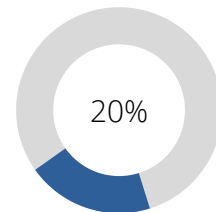
READING

Focuses on the skills necessary to interpret two grade-level complex texts. The skills include decoding, making inferences, providing support, analysis, central idea, and overall critical analysis. The Content Standards used are 7.RI.1, 7.RI.2, 7.RI.4, 7.RI.5, 7.RL.1, 7.RL.2, 7.RL.3, 7.RL.4, 7.RL.5, and 7.RL.6. **11** out of 25 questions.



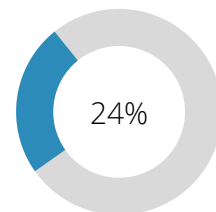
WRITING

Focuses on the skills necessary for composing and editing. The skills include punctuation, parallel structure, style, transitions, and organization. The Content Standards used are 7.L.2a, 7.L.2b, 7.L.3a, 7.W.1a, 7.W.1b, 7.W.2b, 7.W.2d, 7.W.3a, and 7.W.3b. **Five** out of 25 questions.



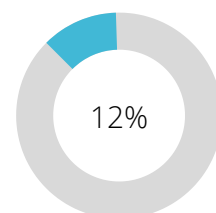
LISTENING

Focuses on the skills necessary for actively listening to presentations. The skills include analyzing, interpreting, and providing support. The Content Standards used are 7.SL.2 and 7.SL.3. **Six** out of 25 questions.



RESEARCH & INQUIRY

Focuses on the skills necessary to gather, analyze, and integrate multiple sources. The skills include using evidence as support and identifying reliable sources. The Content Standards used are 6-8.WHST.8, 7.RI.8, and 7.W.1B. **Three** out of 25 questions.

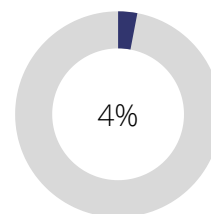


Question Break Down

The 7th-grade Smarter Balanced Assessment (SBAC) has five different categories of questions used through the 25 questions long assessment. Below you will find how the sample assessment defines these questions.

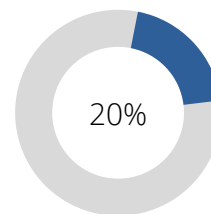
EVIDENCE-BASED SELECTED RESPONSE

This item presents students with a two-part question, parts A and B. Students select a correct response from four options in Part A and then identify textual support for that response in Part B. **One** out of 25 questions.



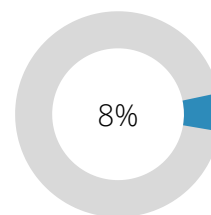
HOT TEXT

The Hot Text item type includes words or phrases that students can either select (highlight) by clicking or rearrange by clicking and dragging. **Five** out of 25 questions.



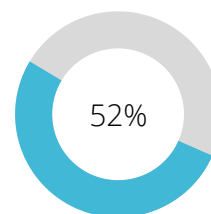
MATCH INTERACTIONS

The Match interaction type requires students to match text or images in rows to values in columns. The student selects the boxes where a match is valid. **Two** out of 25 questions.



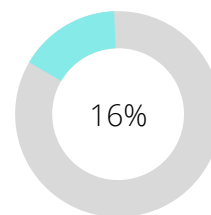
MULTIPLE CHOICE

The Multiple Choice item type presents students with a number of answer options. The student may select only one option. **13** out of 25 questions.



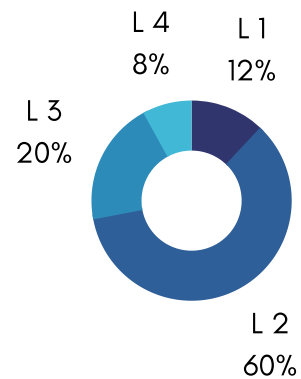
MULTI SELECT

The Multi Select item type presents students with a number of answer options. The student may select one or more options. For this example, two of the options will be selected. **Four** out of 25 questions.



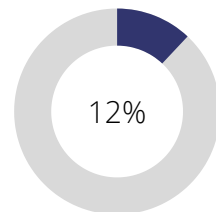
DoK Break Down

Webb's Depth of Knowledge (DoK) is a framework the SBAC uses to identify the level of rigor for each of the 25 questions. Below you will find a breakdown of how many times each level is used.



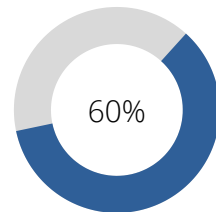
LEVEL 1

Recall & Reproduction - Acquired knowledge involves recall and reproduction. Remembering facts or defining vocabulary. **Three** out of 25 questions.



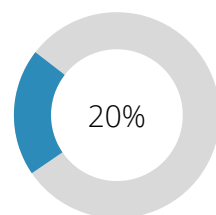
LEVEL 2

Skills & Concepts - Knowledge Application are skills and concepts. Students use learned concepts to answer questions. **15** out of 25 questions.



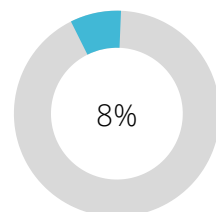
LEVEL 3

Strategic Thinking - Analysis involves strategic thinking. Complexity increases here and involves planning, justification, and complex reasoning. Explains how concepts and procedures can be used to provide results. **Five** out of 25 questions.



LEVEL 4

Extended Thinking - Augmentation is extended thinking. This requires going beyond the standard learning and asking, how else can the learning be used in real-world contexts. **Two** out of 25 questions.



Target Cheat Sheet

Not only does The SBAC breaks questions into DoK and standards, but they also provide a Target. The Target narrows down the standard into a focused target area.

TARGET 1

Reading: Identify explicit textual evidence to support inferences made or conclusions drawn. **One** out of 25 questions.

TARGET 2

Research/Inquiry: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **One** out of 25 questions.

TARGET 3

Reading: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools). **One** out of 25 questions.

Writing: Organizing ideas by stating and maintaining a focus/ tone, developing a topic including relevant supporting evidence/ vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience. **One** out of 25 questions.

Research/Inquiry: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses. **One** out of 25 questions.

TARGET 4

Listening: Analyze, interpret, and use information delivered orally or visually. **Six** out of 25 questions.

Research/Inquiry: Cite evidence to support analyses, arguments, or critiques. **One** out of 25 questions.

TARGET 5

Reading: Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements. **Two** out of 25 questions.

Notes:

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TARGET 6

Reading: Relate knowledge of text structures or genre specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements - lighting, camera effects, music; symbolic or graphic representations). **One** out of 25 questions.

Writing: Establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience. **One** out of 25 questions.

TARGET 7

Reading: Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), or connotative meanings of words and phrases used in context and their impact on reader interpretation. **One** out of 25 questions.

TARGET 8

Reading: Use explicit details and implicit information from texts to support inferences or analyses of the information presented. **One** out of 25 questions.

Writing: Strategically use precise language and vocabulary (including academic words and domain-specific vocabulary figurative language,) and style appropriate to the purpose and audience when revising or composing texts. **One** out of 25 questions.

TARGET 9

Reading: Summarize central ideas, key events, procedures, or topics and subtopics. **One** out of 25 questions.

Writing: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts. **Two** out of 25 questions.

TARGET 10

Reading: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, inset text). **One** out of 25 questions.

TARGET 11

Reading: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions among events, concepts, people, or development of ideas). **One** out of 25 questions.

TARGET 13

Reading: Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation. **One** out of 25 questions.

Notes:

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Analyze

Reimagine

Create

Suggestions on how to use this following section:

- Embed this type of question structure on your current and new assignments
- Revise your current questions to make sure you are using standards, targets, and DoK
- Find and use culturally inclusive text that meets lexicon requirements
- For instant feedback to students, create assessments and formatives on Google Forms

TEXT 1

LITERARY TEXT STRUCTURE

The next six questions have one text students have to read. You can find a similar text to assign to students. Click [HERE](#) for the sample text.

Notes:

Notes area with a grid of dots for writing.



TEXT BREAKDOWN

Lexile Level:

- 1010L - 1200L

Word Count:

- 855 words, different word types 350

K1 Words (1-1000):

- Families 214, Types 262, Tokens 722, 84.44%

K2 Words (1001-2000):

- Families 32, Types 34, Tokens 42, 4.91%

AWL Words:

- Families 4, Types 4, Tokens 4, .47%

Off-List Words:

- Families 50, Types 51, Tokens 87, 10.18%

READING QUESTION 1

MULTIPLE CHOICE – 7.RL.1 – TARGET 1 – DOK 2

Notes:

Notes area with a grid of dots for writing.

Question Structure

Read this statement and the directions that follow.



- Provide students with a complex sentence that is about 27 words long from the original text.

Which evidence from the text **best** supports this statement?

ANSWER STRUCTURE

- You must provide four multiple-choice answers using quotes from the text.

**READING
QUESTION 2**

MULTIPLE CHOICE – 7.RL.6 – TARGET 5 – DOK 3

Notes:

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Question Structure

How does the author develop the relationship between _____ and _____?

ANSWER STRUCTURE

- through their own points of view
- through their dialogue with each other
- with description of each character
- with details about the setting

**READING
QUESTION 3**

MULTI SELECT – 7.RL.3 – TARGET 5 – DOK 4

Notes:

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Question Structure

What does the _____ say about the _____?

ANSWER STRUCTURE

Students must "Select three options," and you need to provide six possible answers.

- The passage shows _____
- The passage signifies _____
- The passage indicates _____
- The passage demonstrates _____
- The passage tells the reader _____
- The passage helps the reader _____

**READING
QUESTION 4**

MULTI SELECT – 7.RL.5 – TARGET 6 – DOK 2

Notes:

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Question Structure

What effect does _____ have on the reader's understanding of _____?

ANSWER STRUCTURE

Select **two** options, from six possible answers

- Complete this sentence starter: It allows the reader to understand _____.

**READING
QUESTION 5**

MULTI SELECT - 7.RL.4 - TARGET 3 - DOK 3

Notes:

Grid of dots for notes.

Question Structure

OPTION 1

What does the word _____ suggest about _____?

OPTION 2

Read the passage from the text. "_____." What does the word _____ suggest about _____? Select **two** options.

ANSWER STRUCTURE

- Provide six possible answers and students must "Select two options"
- _____ (liked, was, felt, wanted) _____.

**READING
QUESTION 6**

MULTIPLE CHOICE - 7.RL.4 - TARGET 7 - DOK 3

Notes:

Grid of dots for notes.

Question Structure

Read the sentence from the text.



- Provide students with a complex sentence that is about 27 words long from the original text.

How does the author's use of the phrase [teacher chooses idiomatic phrase] help the reader understand _____?

ANSWER STRUCTURE

Students must "Select two options," and you need to provide six possible answers.

- The passage (shows, lets, indicates, emphasizes) _____.

Notes

Large grid of dots for notes.