

Towards Smarter Tests:

California Teachers Examine Next
Generation SBAC Assessments



INTRODUCTION

What do California teachers think about the quality of the new assessments designed to measure the Common Core State Standards (CCSS)? When given the opportunity to deeply examine the content of test items from the Smarter Balanced Assessment Consortium (SBAC), what do teachers think about the quality and rigor of the test and its alignment to CCSS? How does the test compare to previous California state tests? When it comes to the test's implementation, do teachers have the supports they need to prepare their students to take the next generation assessments?

To address these and other questions about the test's quality and implementation, Teach Plus brought together 68 Los Angeles-area teachers for an intensive evening of professional development to learn more about the SBAC questions and critically examine a series of topics related to the assessment. The teachers reviewed sample SBAC test items, discussed them with their grade- and subject-level teams, and provided feedback on the quality of the test, including how well it measures the knowledge and skills students must develop to be college- and career-ready.

The Los Angeles SBAC event follows a series of seven "Testing the Test" events that Teach Plus held in three states and the District of Columbia in the fall of 2014, where more than 1,000 teachers examined the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. Together, these events present the views of a large, diverse group of teachers nationwide on the quality of next generation assessments.

Our report is organized around five key findings that emerged from the California teachers' feedback and concludes with suggestions for the developers of SBAC assessments on content, and for the district and state leaders on implementation.

RESEARCH QUESTIONS

When analyzing data from the event, we looked at two key areas related to the SBAC: content of the assessments and implementation of the test. With regards to test content, we first explored whether the SBAC represents an improvement over previous state assessments. Then, we wanted to know more specifically what teachers think about how appropriate, in terms of content and rigor, Smarter Balanced assessments are for students.

With regards to implementation, we looked at the technology students use to access the exam. We asked teachers how well prepared they feel their students were to access the technology of the 2015 SBAC, as well as which devices are most appropriate for students taking the test. Additionally, we looked at the kinds of instructional supports teachers would need to prepare their students to succeed on the SBAC. Lastly, we explored the types of professional development related to the SBAC that would be useful to teachers.

FINDINGS

TEST CONTENT

FINDING #1 Teachers overwhelmingly agree that the Smarter Balanced assessments represent a significant improvement over the previous California Standards Test (CST).

FINDING #2 Teachers believe the SBAC assessments closely align with Common Core State Standards, assess an appropriate depth of student knowledge, and demand high levels of critical thinking.

FINDING #3 Teachers think there is a need to ensure consistency across subject areas in the areas of rigor, accessibility, and clarity.

TEST IMPLEMENTATION

FINDING #1 Teachers identified a lack of preparation among students using appropriate technology prior to the administration of the SBAC, as well as a discrepancy between which technologies they believe are most appropriate for students and which technologies are currently used.

FINDING #2 Teachers feel strongly that they need uniform access to CCSS-aligned curricula and SBAC-aligned formative assessments, as well as the ability to develop these assessments themselves.

FINDING #3 Teachers expressed a need for professional development focused on how to use SBAC results to inform instruction and how to track students' mastery of skills.

TEST CONTENT

FINDING #1 Teachers overwhelmingly agree that the Smarter Balanced Assessments represent a significant improvement over the previous California Standards Test (CST).

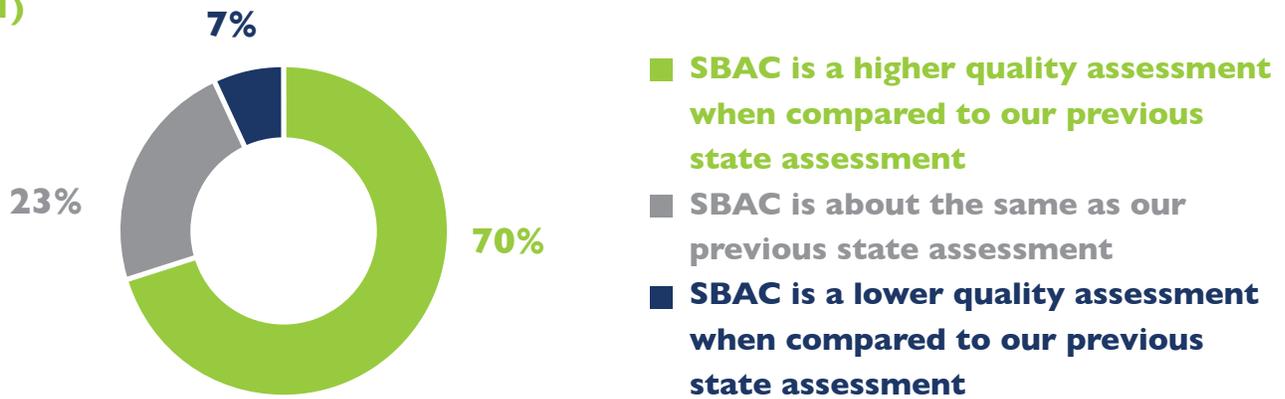
In comparing the quality of SBAC assessments with previous state assessments (CST), 70 percent of surveyed teachers believed that SBAC assessments are of higher quality. Only seven percent of surveyed teachers believed that SBAC assessments are of a lower quality than previous state assessments (see Figure 1).¹

Teachers identified several key strengths of the SBAC assessment, including its measurement of critical thinking skills, its measurement of skills that students need to be college- and career-ready, and its variety of questions. These findings correlate with qualitative responses from the teachers, who expressed longstanding concerns with various aspects of the CST. Based on quantitative and qualitative responses, teachers see SBAC as a clear improvement over the previous CST assessments.

Figure 1

Question: “How would you rate the quality of your previous state assessment as compared to SBAC?”

(n = 61)



FINDING #2 Teachers believe the SBAC assessments closely align with Common Core State Standards, assess an appropriate depth of student knowledge, and demand high levels of critical thinking.

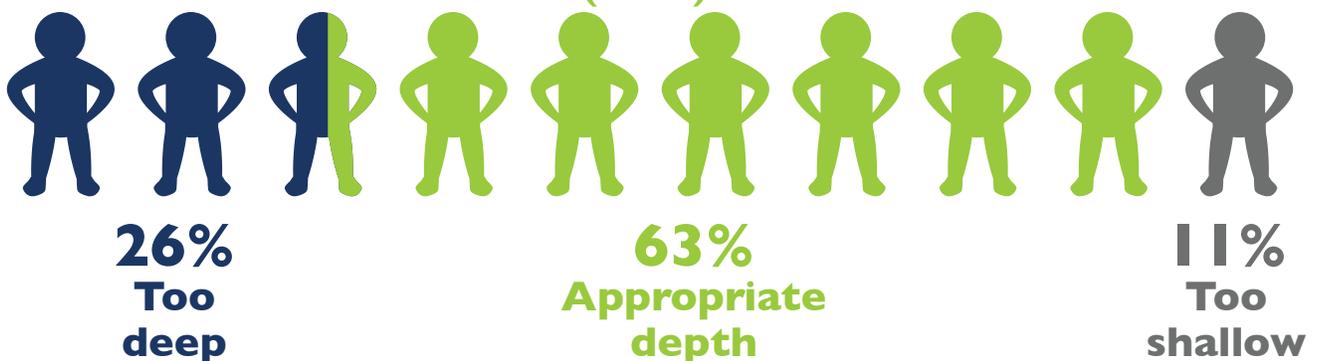
In evaluating SBAC question-by-question, teachers found that the test does well in being closely aligned to the CCSS, measuring an appropriate depth of student knowledge, demanding high levels of critical thinking, and measuring the skills students must have to be prepared for college and beyond.

The teachers who reviewed the SBAC sample items found the test to be well-aligned to the CCSS. More than half of the teachers surveyed (53 percent) believed that SBAC is either “extremely well-aligned” or “quite well-aligned” to the CCSS. Only six percent of surveyed teachers believed that the test is “not at all well-aligned” or “slightly well-aligned” to CCSS.²

Teachers were particularly pleased with the depth of student knowledge the test measures – the majority said that the test measured neither too deep nor too shallow a depth of student knowledge. Sixty-three percent of teachers said that the SBAC is assessing an appropriate depth of student knowledge according to the Depth of Knowledge levels many teachers use in creating authentic classroom assessments. Eleven percent of surveyed teachers believed that the SBAC is assessing too shallow a depth of student knowledge and 26 percent believed that the SBAC is assessing too deep a depth of student knowledge (see Figure 2).³

Figure 2

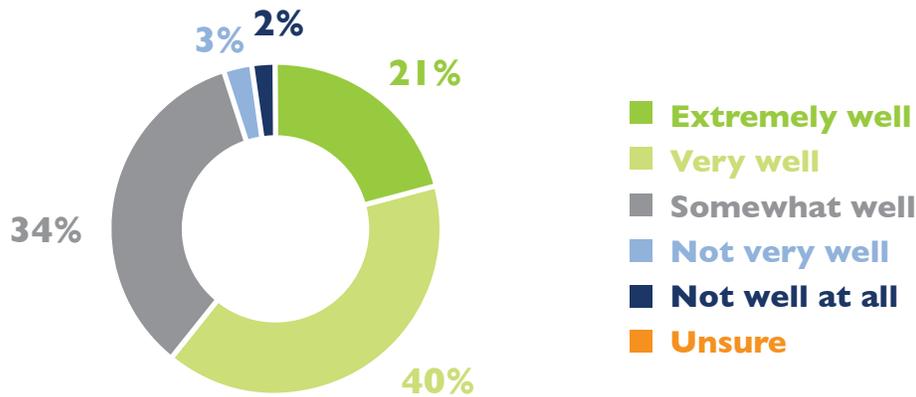
Question: “Is SBAC assessing an appropriate depth of student knowledge as compared to the Common Core State Standards?” (n = 62)



Teachers also believed that the SBAC does a good job in measuring students' critical thinking skills. Sixty-one percent of surveyed teachers believed that the SBAC assessments measure critical thinking skills either "extremely well" or "very well." Only five percent of teachers felt that these assessments do "not well at all" or "not very well" in measuring critical thinking skills (see Figure 3).⁴

Figure 3

Question: "Based on your prior experiences and what you have seen today, how well does SBAC do in measuring critical thinking skills?" (n = 62)



When it comes to measuring skills that students must have in order to be college- and career-ready, 55 percent of teachers believed that the assessments do "extremely well" or "very well." Only six percent of teachers believed that the assessments do "not well at all" or "not very well" in measuring college- and career-ready skills.⁵ Finally, teachers strongly believed that the SBAC assesses student knowledge using an appropriate variety of questions: 65 percent of surveyed teachers felt that that the SBAC assessment question variety is appropriate.⁶

FINDING #3 Teachers think there is a need to ensure consistency across subject areas in the areas of rigor, accessibility, and clarity.

While teachers found that the test succeeded in being aligned to the CCSS, measuring an appropriate depth of student knowledge, and requiring students to think critically, they expressed concerns about whether the test has appropriate, rigorous entry points for all students, and whether a lack of clarity might skew measurement of student achievement.

Surveyed teachers demonstrated varying views on the rigor and appropriateness of SBAC assessment questions. Fifty percent of teachers believed that SBAC assessment questions do either "extremely well" or "very well" at being appropriately rigorous for the grade level.⁷ In analyzing qualitative feedback, we found that math and ELA teachers' impressions of the test's rigor and accessibility differed among grade and content levels.

The following section relies on qualitative data collected from teachers during Session I of the event, when they split into math and ELA sections and used rubrics to assess how well the SBAC does in meeting teacher-developed criteria.

Elementary and middle school math teachers were generally pleased with the test’s level of rigor and balance of question types. A middle school math teacher wrote that the “variety of concepts, procedures, and applications are balanced.” When assessing the rigor of specific test items, one teacher complimented multiple procedure math problems, as they “allow students to conceptualize multiple steps to get an answer.” Similarly, ELA teachers praised rigorous text-dependent questions that correlated with the reading skills required to answer them. Specifically, when asked about positive aspects of the test questions, they said that the best questions not only required students to analyze information presented in the text, but also required them to synthesize the information in writing tasks.

On the other hand, some high school mathematics teachers voiced concerns that students are still being assessed on mainly procedural knowledge. They felt that the test lacked conceptual questions, and that the lack of these types of questions reduced the overall level of rigor of the test and did not encourage students to use multiple strategies to develop answers. They also felt that students might be unable to demonstrate college readiness without high-level trigonometry or calculus questions. One teacher explained, “Most questions only cover Algebra 1 and geometry. There is nothing about Algebra 2 and the test does not assess trigonometry.”

Other areas of concern expressed by some ELA teachers had to do with length, cultural relevancy, and interest level of the passages. They believed, in many cases, that the length of the passages was not well matched with the developmental levels of students. For example, in their comments about accessibility, one elementary school teacher wrote, “The passages were too long. The number of questions does not match up with the length of the text.” Qualitative data also revealed teachers’ concerns that readings are sometimes not high-interest or, in some cases, culturally relevant. On cultural relevancy, a teacher explained, “Some places and references are not familiar to students...the test needs more diversity. There is a lot about animals.” Comments suggest that some passages could be improved or shortened in order to make the test more accessible to different students.

Another aspect of the test that teachers explored concerned test clarity. Only about one third (32 percent) of surveyed teachers believe that the SBAC assessment does either “extremely well” or “very well” in being clear about what is being asked.⁸ Through analysis of qualitative responses, it appears that the issue around lack of clarity can be broken down into choice and use of vocabulary and length of text and related questions.

In the teachers’ comments on accessibility, several math teachers cited complex language of the questions as a hindrance to clarity and student success. One teacher wrote, “I feel like there is still a lot to do to prepare students (and teachers) to become comfortable with the language of the test.” This teacher felt that several questions were too verbose in their wording. Another teacher explained, “The test seems to be increasing demands in terms of reading and comprehending text instead of increasing the difficulty of math concepts.” Several comments from math teachers echo the concern that the language of the questions could confuse students, especially English Language Learners, and make it more difficult for them to apply appropriate math concepts.

The idea that the texts are sometimes too lengthy is prevalent in several surveys. Participants were concerned that questions and tasks are often embedded in dense, wordy sets of directions. For example, a math teacher wrote, “Sometimes wording of a question requires multiple reads to really understand what needs to be solved.” When analyzing the writing task, one ELA teacher wrote, “[The task] got really convoluted in the

source material, and the directions were really lengthy.” In order to maximize students’ chances of success on the SBAC, teachers believed that the questions and directions need to be clear and concise.

TEST IMPLEMENTATION

FINDING #1 Teachers identified a lack of preparation among students using appropriate technology prior to the administration of the SBAC, as well as a discrepancy between which technologies they believe are most appropriate for students and which technologies are currently used.

In evaluating the use of devices for students taking the SBAC assessments, teachers found that two sets of issues need to be addressed:

1. Students and teachers need the necessary technological experience and support.
2. The device used in preparing for and taking the SBAC assessments must enable students to maximize their performance.

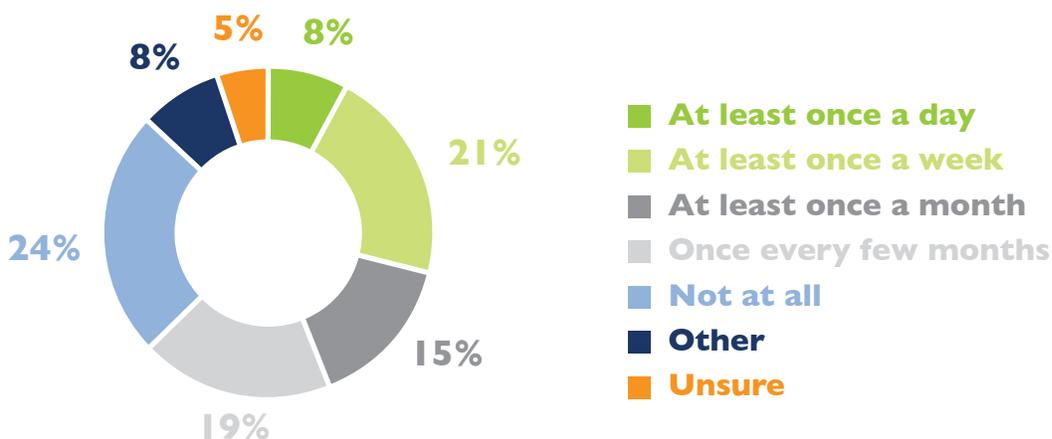
Survey data regarding student readiness for the technological demands of the SBAC revealed that teachers, to a great degree, do not believe that students and teachers in California are receiving adequate technological support to be successful on the SBAC. Twenty-four percent of surveyed teachers reported that their students took the SBAC assessment on a device that was not used at all in their school. Twenty-nine percent of teachers said that their students used the type of device used on the SBAC on a daily or weekly basis (see Figure 4).⁹ Therefore, teachers identified a need for access to more appropriate technology.

The most high-need area at this time is the technology piece. Students should have been able to practice the test on the device that they would test on.

- 11th grade social sciences teacher

Figure 4

Question: “In your school setting, how often did your students use the type of device they took the SBAC with this year?” (n = 62)



We also heard from teachers that there seems to be a disconnect between the devices students use and the ones they believe are the most appropriate for the test. When asked which device their students took the test on this year, 48 percent of surveyed teachers reported that their students took the SBAC assessment on an iPad or other tablet device.¹⁰ However, only 18 percent of teachers believed that an iPad or other tablet device are best suited for students to access the SBAC test.¹¹ Forty-seven percent of teachers believed that the device used by their students to take the SBAC test was either “extremely appropriate” or “very appropriate.”¹² Despite the fact that iPads or tablets were the devices most commonly used on the test, 71 percent of surveyed teachers believed laptops or desktop computers are more suitable for students taking the test.¹³

During group discussions, teachers voiced concerns about accessing the test on an iPad or other tablet device. They explained that usually applications and websites present information linearly on a tablet or mobile device. However, when students take the SBAC on a tablet, it is presented in multiple frames, which requires students to access information on all sides of the screen. Teachers commented that students are unable to copy, paste, and annotate text in the way they are used to on computers. Many teachers questioned the benefits of the digital test without these interactive features.

The experience on the iPad is different than on a laptop. It is not fair to kids to have different experiences with the test.

- Elementary school teacher

FINDING #2 Teachers feel strongly that they need uniform access to CCSS-aligned curricula and SBAC-aligned formative assessments, as well as the ability to develop assessments themselves.

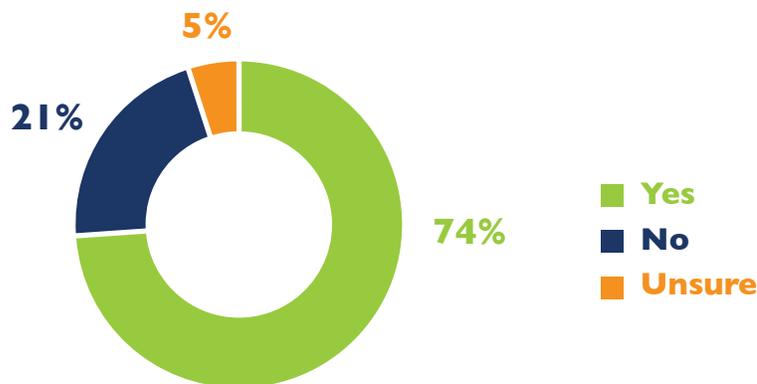
Despite the fact that California has embraced adoption of the CCSS over the past few years, event participants reported that there is disparity in teachers’ use of CCSS-aligned curriculum and the district’s support in providing this curriculum. Twenty-one percent of teachers indicated that they did not have a CCSS-aligned curriculum for the 2014-15 school year (see Figure 5).¹⁴ Fifty-one percent of teachers indicated that either their school or their district provided them with CCSS-aligned materials. Forty-nine percent of teachers developed the materials on their own, worked with a group of colleagues to develop them, or secured them from other sources.¹⁵ Qualitative data suggest that teachers are putting in extra time and resources to develop or obtain the CCSS-aligned curricula they need in order to prepare their students for the SBAC.

I have supplemented [my curriculum] with Engage NY, Heinemann books, and TeachersPayTeachers. The District has not provided the needed support.

- 3rd grade teacher

Figure 5

Question: “Do you currently have curriculum for the 2014-2015 school year that is aligned to the Common Core State Standards?” (n=62)



Surveyed teachers demonstrated a desire for consistent and greater access to SBAC-developed formative assessments. A majority of teachers (54 percent) felt that the use of these assessments would be either “extremely useful” or “very useful.”¹⁶ While survey questions did not include any explicit questions on teachers’ awareness of existing SBAC formative assessments, qualitative data suggest that substantial number of teachers have not yet seen any SBAC formative assessments.

A key theme seen both in the quantitative and qualitative data centered on teachers’ desire to create their own formative assessments (as supplements to SBAC formative assessments.) When asked about the types of professional development they would find most useful, 77 percent of respondents said that it would be “extremely useful” or “very useful” to have professional development on how to create formative assessments that measure students’ progress towards success on the SBAC.¹⁷

Consistent with teachers’ generally positive views on the SBAC assessment, survey data suggest that teachers are looking to further increase the use of SBAC assessments as a diagnostic and formative tool. Increasingly, teachers are using SBAC sample assessments and performance tasks in their classrooms. Eighty-six percent of teachers said they would find greater access to SBAC sample questions to be either “extremely useful” or “very useful.”¹⁸ More SBAC sample questions would enable teachers to both better prepare their students to take the SBAC and improve instruction.

FINDING #3 Teachers expressed a need for professional development focused on how to use SBAC results to inform instruction and how to track students’ mastery of skills.

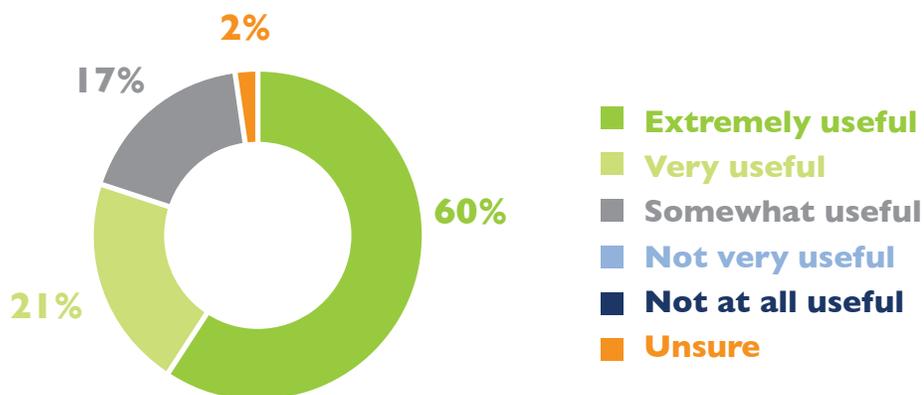
Overall, teachers expressed a relatively low level of confidence in preparing their students to take the SBAC. Only 20 percent of surveyed teachers reported being “extremely ready” or “very ready” to prepare students to take the SBAC assessments.¹⁹ Teachers did not feel that professional development they received throughout the year adequately prepared them for this assessment. Sixty-three percent of teachers reported not receiving any professional development to help prepare their students for the SBAC.²⁰ During group discussions, several

teachers said that the Teach Plus event was the first time they received a guided training that supported their extended knowledge of SBAC testing.

When asked about the types of professional development they would find most useful, teachers said that professional development on how to use results from the SBAC to inform instruction would be the most useful, with 81 percent of teachers saying it would be “extremely useful” or “very useful” (see Figure 6).²¹ Teachers also found that it would be either “extremely useful” or “very useful” to have professional development on how to track students’ mastery of individual CCSS-aligned shifts (77 percent), professional development on how to create formative assessments that measure students’ progress towards success on the SBAC (77 percent), and professional development on the CCSS (78 percent).²²

Figure 6

Question: “How useful would professional development on how to use results from SBAC to inform my instruction be to you as you help your students prepare for SBAC?” (n=63)



In addition to professional development, teachers expressed a need for other supports as they prepare their students for success on the SBAC. When provided with a list of five types of supports, including time to collaborate with fellow teachers in preparation for the test, access to more and better technology than their school currently has, more sample questions, additional preparation materials, and materials that help explain the shift to SBAC to families, the support that teachers said would be most useful was more sample questions, with 86 percent saying that these would be “extremely useful” or “very useful.” Tied for second place was time to collaborate with fellow teachers (84 percent) and access to more/better technology (84 percent). Teachers also expressed a strong desire for additional preparation materials. Eighty percent of teachers said that these would be “extremely useful” or “very useful.”²³ Teachers want these additional supports to ensure their students have all the tools they need to succeed on the SBAC.

Moving Forward: What California Teachers Need

During the event, teachers focused both on reviewing the content of the SBAC assessments, and on what supports they need to ensure successful administration of these tests in their classrooms. The teachers had critical feedback for test content developers, and for the district and state leaders who can help improve test implementation for them and their students.

When it comes to the content of the tests, the teachers at the event felt that Smarter Balanced assessments should strive for consistently high levels of rigorous expectations across all grade levels (particularly in higher grade levels) in order to allow for clear differentiation of student achievement. The teachers also felt that the assessments could be strengthened through simplification of test questions in terms of length of text, complexity of instructions, and visual formatting.

When it comes to successful test implementation, the teachers felt strongly that students should have extensive experience on the device that they use to take the assessments. Teachers at the event also felt that there needs to be consistency in both the appearance of test questions and the ease of use across all used platforms (laptops, tablets, etc.). When it comes to curriculum, teachers want districts to provide accessible and uniform access to curricula aligned to the CCSS and to the SBAC assessment. Districts should also provide targeted professional development focused on the use and interpretation of data from both the formative and summative Smarter Balanced assessments.

There needs to be PD time that is set aside for educators to look through the SBAC, take the test, analyze the questions, and plan how to best support our students. This PD needs to be available to all content-specific grade-level teachers in order to include linear planning.

-10th grade ELA teacher

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Event highlights

- The event was open to all public school teachers.
- In total, 68 teachers participated. Teachers were provided a small honorarium for their time and experience.
- Among the 64 survey respondents, 45 percent teach in elementary school (pre-kindergarten to grade 5), 36 percent teach in middle school (grades 6 to 8), and 19 percent teach in high school (grades 9 to 12). When asked about their teaching subjects, 42 percent responded elementary generalist, 47 percent math, 34 percent ELA, 19 percent science, and 11 percent other.²⁴
- The event consisted of three sessions as follows:
 - Session I was structured to ensure necessary background knowledge. Topics covered included:
 - o The instructional shifts expected by the CCSS in math and ELA
 - o The goals of next generation assessments compared to previous state tests
 - o Principles of high-quality assessments developed by the Council of Chief State School Officers (CCSSO) and Student Achievement Partners

Teachers were introduced to the rubric and materials they would use to evaluate assessment quality. Current classroom teachers from Los Angeles developed the rubric and materials. Rubrics were collected at the end of the session and used as qualitative data in this report.

- Session II allowed time for structured analysis of SBAC test items using the CCSSO and the rubric introduced in Session I. Teachers worked in small, content- and grade-based groups of 5-10 participants. The sample test items were supplied by SBAC. Items for analysis were divided by grade bands, and included a variety of question types and related stimuli. Attendees analyzed the items collaboratively with other teachers from their grade bands. Teachers recorded the results of their analyses after discussing the material with their groups.

- Session III, the last component of the event, consisted of small group discussions about their general experiences preparing for actual SBAC administration. Teachers took notes on curriculum and instructional supports they received that helped them prepare for SBAC, as well as curriculum and instructional supports that would further assist them. They also took notes on district and/or school supports their students received that helped them prepare for the SBAC, as well as what they believe could further assist their students in meeting the implementation needs of SBAC. These notes were collected and used for qualitative data for this report.

- At the end of the event, teachers were asked to complete a paper survey. The results from the 64 completed surveys were used as one data source for this report.

ENDNOTES

1. Question: “How would you rate the quality of your previous state assessment as compared to SBAC?” (n = 61) Responses: “SBAC is a higher quality assessment when compared to our previous state assessment” (70.5 percent), “SBAC is about the same as our previous state assessment.” (23.0 percent), “SBAC is a lower quality assessment when compared to our previous state assessment.” (6.6 percent).
2. Question: “Overall, how well aligned is SBAC to the Common Core State Standards?” (n = 62) Responses: “Extremely well aligned” (3.2 percent), “Quite well aligned” (50.0 percent), “Somewhat well aligned” (40.3 percent), “Slightly well aligned” (6.5 percent), “Not at all well aligned” (0 percent).
3. Question: “Is SBAC assessing an appropriate depth of student knowledge as compared to the Common Core State Standards?” (n = 62) Responses: “SBAC is assessing too shallow a depth of student knowledge” (11.3 percent), “SBAC is assessing an appropriate level of student knowledge” (62.9 percent), “SBAC is assessing too deep a depth of student knowledge” (25.8 percent).
4. Question: “Based on your prior experiences and what you have seen today, how well does SBAC do in measuring critical thinking skills?” (n = 62) Responses: “Extremely well” (21.0 percent), “Very well” (40.3 percent), “Somewhat well” (33.9 percent), “Not very well” (3.2 percent), “Not well at all” (1.6 percent), “Unsure” (0 percent).
5. Question: “Based on your prior experiences and what you have seen today, how well does SBAC do in measuring skills that students must have in order to be college- and career-ready?” (n = 62) Responses: “Extremely well” (24.2 percent), “Very well” (30.7 percent), “Somewhat well” (35.5 percent), “Not very well” (6.5 percent), “Not well at all” (0 percent), “Unsure” (3.2 percent).
6. Question: “Does SBAC assess student knowledge using an appropriate variety of question types?” (n = 57) Responses: “SBAC question variety is too narrow, the question types are too easy” (7.0 percent), “SBAC question variety is appropriate” (64.9 percent), “SBAC question variety is too narrow, the question types are too difficult” (28.1 percent).
7. Question: “Based on your prior experiences and what you have seen today, how well does SBAC do in being appropriately rigorous for the grade level?” (n = 62) Responses: “Extremely well” (19.4 percent), “Very well” (30.6 percent), “Somewhat well” (45.2 percent), “Not very well” (4.8 percent), “Not well at all” (0 percent), “Unsure” (0 percent).
8. Question: “Based on your prior experiences and what you have seen today, how well does SBAC do in being clear about what is being asked?” (n = 62) Responses: “Extremely well” (1.6 percent), “Very well” (30.7 percent), “Somewhat well” (45.2 percent), “Not very well” (19.4 percent), “Not well at all” (3.2 percent), “Unsure” (0 percent).
9. Question: “In your school setting, how often did your students use the type of device they took the SBAC with this year?” (n = 62) Responses: “At least once a day” (8.1 percent), “At least once a week” (21.0 percent), “At least once a month” (14.5 percent), “Once every few months” (19.4 percent), “Not at all”

(24.2 percent), “Other” (8.1 percent), “Unsure” (4.8 percent).

10. Question: “What type of device did your students take the SBAC with this year? (If there was more than one device, please circle all that apply)” (n=62) Responses: “An iPad or other tablet device” (48.4 percent), “A laptop computer” (30.7 percent), “A desktop computer” (9.7 percent), “My students took the test in the paper format” (1.6 percent), “Other” (4.8 percent), “My students did not take the SBAC this year” (4.8 percent).

11. Question: “Which device do you feel is best suited for students to access the SBAC test?” (n=62) Responses: “An iPad or other tablet device” (17.7 percent), “A laptop computer” (40.3 percent), “A desktop computer” (30.7 percent), “A paper format” (3.2 percent), “Other” (8.1 percent).

12. Question: “How appropriate was the use of the device your students used to take the SBAC this year?” (n=62) Responses: “Extremely appropriate” (4.8 percent), “Very appropriate” (41.9 percent), “Somewhat appropriate” (35.5 percent), “Not very appropriate” (4.8 percent), “Not at all appropriate” (3.2 percent), “Unsure” (9.7 percent).

13. See endnote 11

14. Question: “Do you currently have curriculum for the 2014-2015 school year that is aligned to the Common Core State Standards?” (n=62) Responses: “Yes” (74.2 percent), “No” (21.0 percent), “Unsure” (4.8 percent).

15. Question: “Where do your curricular materials come from?” (n=61) Responses: “My school provided them” (29.5 percent), “My district provided them” (21.3 percent), “I worked with a group of colleagues to develop them” (11.5 percent), “I developed them on my own” (14.8 percent), “Other” (23.0 percent).

16. Question: “Based on your experience with SBAC sample summative assessment items, how useful would you find other SBAC assessments for diagnostic and formative purposes?” (n=63) Responses: “Extremely useful” (15.9 percent), “Very useful” (38.1 percent), “Somewhat useful” (38.1 percent), “Not very useful” (1.6 percent), “Not at all useful” (0 percent), “Unsure” (6.4 percent).

17. Question: “How useful would professional development on how to create formative assessments that measure students’ progress towards success on SBAC be to you as you help your students prepare for SBAC?” (n=56) Responses: “Extremely useful” (48.4 percent), “Very useful” (28.1 percent), “Somewhat useful” (15.6 percent), “Not very useful” (6.3 percent), “Not at all useful” (0 percent), “Unsure” (1.6 percent).

18. Question: “How useful would more sample questions be in helping your students prepare to take SBAC?” (n=64) Responses: “Extremely useful” (43.8 percent), “Very useful” (42.2 percent), “Somewhat useful” (12.5 percent), “Not very useful” (0 percent), “Not at all useful” (1.6 percent), “Unsure” (0 percent).

19. Question: “How ready are you to prepare your students to take SBAC?” (n=64) Responses: “Extremely ready” (3.1 percent), “Very ready” (17.2 percent), “Somewhat ready” (56.3 percent), “Not very ready” (20.3 percent), “Not at all ready” (3.1 percent).

20. Question: “Have you received training or professional development on how to prepare your students for SBAC?”(n=64) Responses: “Yes” (37.5 percent), “No” (62.5 percent).

21. Question: “How useful would professional development on how to use results from SBAC to inform my instruction be to you as you help your students prepare for SBAC?” (n=63) Responses: “Extremely useful” (60.3 percent), “Very useful” (20.6 percent), “Somewhat useful” (17.5 percent), “Not very useful” (0 percent), “Not at all useful” (0 percent), “Unsure” (1.6 percent).

22. Question: “How useful would professional development on how to track students’ mastery of individual CCSS-aligned skills be to you as you help your students prepare for SBAC?” (n=64) Responses: “Extremely useful” (50.0 percent), “Very useful” (26.6 percent), “Somewhat useful” (20.3 percent), “Not very useful” (1.6 percent), “Not at all useful” (0 percent), “Unsure” (1.6 percent). Question: “How useful would professional development on the Common Core State Standards be to you as you help your students prepare for SBAC?” (n=64) Responses: “Extremely useful” (35.9 percent), “Very useful” (42.2 percent), “Somewhat useful” (15.6 percent), “Not very useful” (6.3 percent), “Not at all useful” (0 percent), “Unsure” (0 percent).

23. Question: “How useful would time to collaborate with fellow teachers in preparation for the test be in helping prepare your students to take SBAC?” (n = 64) Responses: “Extremely useful” (53.1 percent), “Very useful” (31.3 percent), “Somewhat useful” (14.1 percent), “Not very useful” (1.6 percent), “Not at all useful” (0 percent), “Unsure” (0 percent). Question: “How useful would additional preparation materials be in helping prepare your students to take SBAC?” (n = 64) Responses: “Extremely useful” (50.0 percent), “Very useful” (29.7 percent), “Somewhat useful” (15.6 percent), “Not very useful” (0 percent), “Not at all useful” (0 percent), “Unsure” (4.7 percent). Question: ‘How useful would access to more/better technology be in helping prepare your students to take SBAC?’ (n=64) Responses: “Extremely useful” (45.3 percent), “Very useful” (39.1 percent), “Somewhat useful” (4.7 percent), “Not very useful” (7.8 percent), “Not at all useful” (1.6 percent).

24. Question: “What grades do you teach?” (n=64) Responses: “Pre-K to grade 2” (17.2 percent), “Grades 3 to 5” (28.1 percent), “Grades 6 to 8” (35.9 percent), “Grades 9 to 12” (18.8 percent). Question: “What subject(s) do you teach?” (n=64) Responses: “Elementary” (42.2 percent), “Math” (46.8 percent), “ELA/ Literacy” (34.4 percent), “Science” (18.8 percent), “Other” (10.9 percent).

Respondents were given the option of selecting multiple answers. Results do not add up to 100%.